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OHIO STATE UNIVERSITY MONTHLY

THIS Big Double Number Contains:

FULL REPORT OF THE CONFERENCE OF ALUMNI

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H. F. HARRINGTON, '05, Editor

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JOSEPH S. MYERS, '87

Ohio State University Monthly

Volume V April-May, 1914 Number 8-9

The New Secretary

H. F. H.

BEHOLD the new secretary, as he peers out at you from his chair in the sanctum of a Pittsburg newspaper he has just vacated to hie himself away to the campus of his alma mater. It won't be an experience altogether strange to Joe Myers, for twenty-seven years ago '87 branded him as one of their choicest products, and since then he has often traveled back to see his old pals and to watch the growth of the University he loved as a callow undergrad. Men don't drift away from the mooring of youth.

But this is getting to be a preachment when it should be a triumphant procession, a sort of hail-to-the-chief, long live Myers.

The last days in Pittsburg, where J. S. has directed the destinies of the *Post* and *Sun* for some years now as their editor, were filled with expressions of farewell and a harvest of good wishes. The employees of the *Post* and *Sun* dug down in their wallets and purchased an elegant Swiss timepiece with "J. S. M." beautifully engraved on the case and presented it to their "boss" to remember them by when the tower-clock gets spring fever. The managing editors of Pittsburg likewise gave him a royal feast and sat around the big table and spun many a word of regret and continued prosperity. The boys of the inspection party, who disembarked in the Smoky City to capture information, gave him a rousing student greeting. All of Joe's friends in Pittsburg said they were sorry—and glad—and would he take a keepsake and their warmest good wishes. He would, and he did. And the next day he and Mrs. Myers boarded a train for their new home close to the charmed precincts of the terrible battles of '87 and '88, in which Myers and Joe Taylor and Jumbo Hedges—that Goliath of the past—took valiant part. So he has memories to face him—reading Greek by the aid of a horse under the cupola in the Main Building, fighting with the enemy of '88 and forgetting to report it for the *Dispatch* down town, thus showing his "cub" propensities, winning a championship in tennis and starting the foundations for future prowess as a Phi Beta Kappa scholar. These and many more awakened visions will welcome him back to the smiling campus and the boyhood home.

He is to be a busy man. The editorship of the *Monthly* will engage his attention, in addition to the direction of the alumni work as secretary of the Association. And then he is to sit at a desk and talk of the great domain of journalism and of how to spin a newspaper yarn while the presses wait, all before a class of ambitious college journalists. He is a real sure-fire professor with a department of journalism to nurture and cultivate. Probably he will do other things, too, but these should keep the time in a nice state of commotion. But Joe is equal to the task—and possesses a fund of good humor that will silver every duty and every friendship. He is the man for the place, fitted by education and training, for the job he has in hand. He has two sons who will enter the University next year, following in their father's foot-steps. One will be an engineer, the other a journalist.

Myers brings with him a long and distinguished service as reporter, newspaper editor and general good fellow.

J. S. M. is 48 years of age, Columbus-born, and as youthful as he is efficient. Hail to him!

Conference of Ohio State Alumni

By Way of Prophecy and Review

FRANK M. RAYMOND, '88

IN THE BEGINNING, let me say that I believe no event has taken place at the University in many years freighted with greater significance than this conference of alumni. Indeed no one thing promises greater good in the future development of the University. From beginning to end, the conference was an earnest business session, in which officials of the University proffered information at first hand to the alumni and all in turn worked steadfastly together to discover just the things the University needed most and what steps could be taken to meet these needs.

Naturally, in so brief a space, I can only give a birdseye view of what was done. No account which I or others may give of this conference will in any wise indicate the spirit, the enthusiasm, the determination to help the University which prevailed throughout the entire program. In the first session the deans of the University recited in comprehensive reports the work being accomplished, the improvements they desired to bring about and the things most urgently demanded, in their judgment, to bring greater efficiency to the work of the University. In every report it was apparent that classes were overcrowded and instruction greatly hampered by want of money properly to conduct the work of instruction. One thing I think was quite noticeable—the only criticism which I have to make—and that is that each dean seemed to be concerned first and foremost with his own college. Not one of them, unless it be Professor Denney, seemed to feel that he or his college owed any definite obligation to the other colleges. Their reports will bear perusal.

Three general committees were appointed at the beginning of the conference, one on budget, one on resolutions, and one on organization. All three committees made reports before the end of the session, and these may be read elsewhere.

On Friday evening, a dinner was served, at which about 150 were present. Mr. George Smart, of Cleveland, acted as toastmaster and a goodly company of old grads and new responded to short toasts and volunteered pungent opinions. Most of these toasts, even those from the undergraduates, were rather serious, but suggestive of thought. The one by C. W. Burkett of New York was especially significant, dwelling, as it did, upon the necessity of appropriating a larger sum to provide instruction and a lesser sum in proportion to provide for new buildings. I may say that there was no one suggestion which enlisted greater attention throughout the conference than this one question: *How shall we retain good professors, how shall we adequately pay for good instruction in all the classes?* I think I may say that it was the consensus of opinion that the salaries of the teaching force, especially those teaching the lower classes should be raised to a higher level, that more instructors should be employed, and that the best teachers possible should be secured. There was no disposition to criticise the present teaching force; but there was a very definite feeling that if better compensation were provided, better material could be secured when additions were made to the University faculty.

Some attention was given to political matters and the committee on organization was left with full power to take such steps as might be necessary to begin a campaign of education among the people of the State. The sentiment was expressed by a number of speakers that it was not the intention necessarily to elect Ohio State University men to the legislature, but it *was* thought necessary to see to it in advance that the candidates nominated for senators and representatives from the various counties should be friendly toward the University and higher education. It was suggested

that some one get a line on all possible candidates, so that intelligent and systematic work might be done in the interests of the University among prospective members of the legislature.

Considerable discussion centered in the attitude of other state educational institutions. It was stated, with authority that the feeling between Miami and Ohio State University was very friendly, that Miami men were willing and desired earnestly to work with this institution to secure a proper division of educational service and a ready co-operation between the two institutions. The attitude of the Ohio University, especially of its President, has been so distinctly hostile to Ohio State University that it has been impossible to co-operate. This animosity of President Ellis must be reckoned with in all that Ohio State University attempts to do for its advancement, so the sentiment ran. There was no disposition shown on the part of any of the speakers to do anything that might hurt Ohio University, but the feeling was generally expressed and universally entertained that *we should be prepared, if necessary, to fight for what the Ohio State University wants and ought to have, and that this applied even to the change of name.* The only one expressing a contrary view was Howard Hagler, '89, whose remarks will be found further on.

The attendance at all the sessions of the conference was larger than could reasonably have been expected; the gathering at the dinner was especially creditable. One thing noticeable was that most of those attending the business sessions were the older alumni. In fact, nearly all of them might be classed as patriarchs. One member in attendance remarked that nearly every man present had at one time lived in the big dormitory, and that this was the reason they were enthusiastic alumni and always found present on such occasions. I do not think this is wholly just, for I have no doubt many of the younger men would have been present had it been possible for them to do so.

I think I cannot do better in closing than to refer to the resolutions which were adopted. I might add for your information that, since the conference was held, these resolutions have been adopted *in toto* by the board of trustees, and the President of the University has referred to the faculty the duty of making a survey of class room conditions and the general efficiency of the University.

A Lesson and a Moral

WALTER J. SEARS, '94
President Board of Trustees

THE RECENT CONFERENCE of alumni and former students was significant of the larger growth of the University and will mark an era of more devoted and effective service to the people of the State. First, it was prompted by a new and startling sense of the very bigness of the University itself. Her campus, flocking with a host of students; the need for their adequate housing and instruction, in buildings and laboratories; the present crowded condition of these facilities; a teaching force, necessarily growing in size and importance and their disgracefully inadequate compensation; a pressing demand for a larger fixed income, based upon a permanent source of revenue — all these things presented a problem, at once so urgent and so difficult, that its right solution must be undertaken, first, by her own sons and daughters and second, by the citizenship of the State.

Concretely the problem was this: Was the University to go on in a rational and symmetrical development of her service or was she to be checked in the very morning of her richest promise? If she were to go on in the direction of her evident destiny then the people of the State and their public servants must come willingly to care for her and help her generously on her way.

Second, when the problem had become known and realized by her own children then the first step in its solution was to bring the people into right relations of cordial good will and support of their institution for the training of the future citizens of the State. In short, as the success of democracy demands more democracy, so the more generous aid of public education, in a free State whose revenues depends upon voluntary gifts of its freeholders, demands a more certain education of the people as to the public need for a better and

larger system of higher learning. Therefore, the alumni were to be called into the service of bringing to the people this problem of adequate higher education in Ohio. Each man and woman, first becoming consecrated to the high purpose of the cause, was to be a zealous missioner of light and leading.

This was the problem and this the method of its solution. But what I consider was of even greater significance was this: the conference brought to both the alumni and the people a new approach to the problem itself and so made the method of its solution more certain. What I mean is that heretofore the knowledge of the financial and educational needs of the University have come up through the official channels of communication, from the teacher to the dean, from the dean to the President, from the President to the Trustees, from the Trustees to the Legislature. I shall not stop to consider if in coming up through these channels these needs came to be in the end the true and absolute needs of the University. Even an official channel as long as the one from campus foreman to the Legislature is subject to the frailties of our poor humanity. What I desire to say is that that sort of official communication must necessarily be so official in its character that it never becomes unofficial, it never reaches the common life and consciousness of the layman; that it does not become a part of the popular knowledge or demand of the people.

Now it is a trite but true saying that an intelligent man does not fight for a thing which he does not understand. As a matter of fact we have not tried very hard to have our alumni understand what the University wanted or needed. And when we have gone to them it has been with the statement, more or less indefinite, usually to the effect that we ought to have a lot more money for this or the other need.

This conference proposed in effect that this long official channel communication shall be diverted so that it shall either begin or end somewhere near the common interest and sympathy and intelligence of the people, some of whom are alumni and all of whom in the last analysis pay all the public bills of expense. All of which means that the people shall first learn to understand our needs and the public service which underlies them, and second, they shall help to decide which of these needs are really vital and urgent.

This conference, therefore, marks a new opportunity for service on the part of our alumni, but it signifies that this service shall be co-operative in spirit, democratic in its methods and popular in its approach.

There is another saying, quite as trite and true, as the one to which I have referred: all lasting and permanent things in a free country come up from the people. We have reached the period in the history of higher education in Ohio when we must realize that if we are to have the great University which we hope for we must bring her alumni and the people of the state into our confidence and give them the fullest opportunity and freedom to work their will and purpose in her life. We shall go far astray if we set up for our University the same standards of control and the same methods of official action as prevail in privately endowed institutions. We must realize that our Alma Mater is the foster mother of democracy; the people have endowed her with their gifts and even as they have given they can take away. But if they shall be called to share the opportunity of her service and come to see and know and believe her daily measure of need, they shall also share willingly and generously in the burden of her support.

The University

PRESIDENT WILLIAM OXLEY THOMPSON

I AM VERY HAPPY to have this informal meeting, and I am very willing to explain how to get down to brass tacks. The president is the brass and Lowry Sater is the sharp point, and these two put together make the brass tack.

I may repeat my pleasure at the prospect of a series of conferences of this sort concerning the welfare of the University, because I realize that the possibility of an intelligent discussion among the alumni, the real friends of the University everywhere, cannot do otherwise than increase and develop interest in the University and its work. Anything that brings tribute to the University must in the end serve the best interests of the University. So I am not at all uneasy about the wide-spread information that may go out, even though some of it may be unpleasant to us in expressing unduly our emphasis of the needs.

The development of a great university has, in the history of the world, been a long process. In the history of the United States it has been a short process. It has taken a thousand years to develop Austria and Berlin and other European colleges. But it has taken only a quarter of that time to develop Harvard, less in Yale and still less in Princeton, and we are here in less than a half century in Ohio State. Most of our state universities are within a hundred years—quite within a hundred years. I think sometimes in these days of rapid transit and large visions we fail to appreciate that, in the first twenty-five years—say forty years—we are just in the commencement of the history of this institution. We have made strides out of proportion with ordinary institutions in the first hundred years. I sometimes think that we are apt to lose the perspective of the relative place of this institution among the institutions of the country. I may tell you west of us it is a matter of great surprise the way Ohio State University has developed, and people are not slow to speak of it.

Two or three things. First of all, the people of Ohio did not think we needed a university twenty years ago, and it is seriously debated whether we need one now. The State had not risen to the conception of a great and important State University. Moreover, there are 35 or 40 or 50 colleges in the commonwealth, every one of which claims its right to live and has its own constituency, and seems to think it can do a lot for the people in its community and outside. So the idea had not gotten into the consciences of the people. The people were not quite sure the University would not kill off everything in the State.

So I am in a mood to congratulate the State of Ohio upon what it has accomplished in these large and generous ways. I am not prepared to speak officially on the specific things on which I think you want me to speak, because the trustees for the first time in my memory failed to have a quorum this morning through a misunderstanding.

The estimated resources for the current year ending June 30, 1914—which is ahead of us—are $1,212,975. That, in itself, if you contrast it with the fact that when the college was founded and the public lands given, it was assumed and taken for granted that was all it would ever need for its future, and then the law was passed giving it $75,000. I can remember very well members of the legislature saying this fixed the University for all time to come. Nobody in the State of Ohio fifteen years ago dreamed of an annual revenue of $1,500,000 for this institution. I had hoped to see an annual revenue of one and a half million dollars before my time comes.

When you start with this proposition there is another way of measuring the University—its fundamental needs. When it was located here they bought 350 acres of land. They thought that was ample. It looked it. That real estate foundation is now between five and six hundred acres, and we are quite unsatisfied with that. We were a little disappointed that the legislature did not give us enough money to buy another piece of land on which we had an option. We need a real estate foundation of six or seven hundred acres or a little more, because the future of the college of agriculture demands more; the future needs of the athletic field will demand more. The athletic field we have now will soon have to be removed. A suitable athletic field will require acres of ground and a readjustment of our athletic campus to make room for the out-door sports. The campus for our regiment can be continued. The present regiment with seven companies, embracing 1500 men, is in a condition of things we will have to reckon with, and it takes a certain amount of space to use these people, and we ought to have a certain amount of space to devote to their activities. I mention this

to show that real estate is necessary for the University.

Recently a number of us took a trip through the northwest. We found that Wisconsin is buying more for their campus; Minnesota has bought more; the University of Chicago bought 256 acres at a thousand dollars, and it already had 800 acres in its campus. And Nebraska has bought more.

The people of Ohio State University have to have a vision of more land, more than we have, a foundation upon which the University can live and prosper. We will have to get away from the conception of a block or two, because the modern education demands more land. We think the acquisition of land is one of the vital and fundamental things of the University at large.

From the standpoint of our University, let me remind you the progress that is indicated by that fact. The 300 acres then thought to be ample is not ample. We occupy that. The very ground on which this building is was a cow pasture. We use this pasture field for other purposes. We have done the same thing with our real estate. In other words, the growth of the University is indicated by the fact that we have overreached our foundation and reached conditions where we will have to have more real estate if we continue our growth.

On the other hand, this growth we have had has been characterized by certain changes of the campus. For instance, when we built Oxley Hall we had a conception of a greater building for women. We are not trying to encroach upon that land. We hope some day we will be able to realize that. Over the ravine we have another building. We have another row running from Neil Avenue clear through so that it will be a handsome avenue running from Neil Avenue through that west end clear through to the other streets. The changes that have taken place all over the campus is due to the large conception of the University. We in all have sixty buildings. Whether we will reach one hundred I do not know. That doesn't include the college of medicine. But we have got that conception of at least sixty buildings to go on this campus. Every building occupies ground, and it will take more ground if we carry out the whole foundation of the University and the University plan. When you think about it, we have been economical.

I was very much pleased, however, when I returned from the northwest in this one thing, and think it can be demonstrated from the amount of money expended in our buildings, we have been very economical. Let me call the roll. The first building I want to speak about is the law building. I say $100,000 for building and equipping, and putting it into operation, is certainly not an extravagant proposition. We recently put the State board of health in there.

The Physics building, which is now soon to have one of its wings put on, $85,000—a very excellent building. Those were the first two buildings built in my administration.

Brown Hall for Civil Engineering and Architecture came within the sum of $80,000. No repairs except cleaning the walls since construction.

Then our mechanical and engineering laboratory, Orton Hall, cost $75,000. It is one of the very excellent engineering laboratories in the country, and other institutions that come here say that we have beaten them in the amount of money that we expended in constructing and equipping this building.

The agricultural buildings—three of them—cost $85,000, a modest sum of money. The only mistake made there was there was not quite enough money to build a little larger, so we feel now the mistake there was the mistake in not getting enough money.

The Veterinary laboratory, a very large building, which cost $25,000, and has been built ten years.

Oxley Hall is a building that has not only proved itself right, but maintained itself from the time it was built, and has developed a surplus of $8,000, and paid all its own light and heat. And that has been in no sense the work of the State, but what the well trained women in science can do in the administration of the building. I dare say Oxley Hall is the best operated hall for women that can be found on our continent. It is there, and the figures will demonstrate what I say. The thing will speak for itself.

This Ohio Union building cost $75,000, and I don't know where we could put $75,000 to better advantage. This building has been in continuous use ever since its completion.

Now the botany and sociology buildings are a little higher in price, $125,000 and $150,000. These four departments will occupy those buildings, and those four departments will be equipped and ready for service, and they will be so well equipped, if we don't make a record, it is our fault and not the State's. So the State has made very good provision.

When you go around the campus and see the mines building, you will see one that has rendered excellent service, barring the accident of its construction which has been corrected. It has been free from repairs.

The chemistry building is a new one, taking the place of the one that was burned. It cost $125,000 and is fireproof; and then the annex at the rear for the protection of some of our chemicals. There isn't a large equipment—large expenditure, I mean, for the equipment. We expected to provide for 700 freshmen. That would work the laboratories up to 100 per cent for efficiency. We are now trying to take care of 1000.

Now, in response to the invitation, I just want to read a few of the needs that have been suggested to us. The needs of the University fall in two general lines. One is for personal service and the cost of maintenance which means the question of salaries, wages and supplies, and things of that sort. Second, special provision for buildings, land and any other improvements or enlargements of the plant as becomes necessary by its growth, etc. So that the general needs fall in those two lines. In one of these lines we think we need a lot of buildings, addition to Brown hall, for instance. That has been for several years the home of the highway commissioner and the library as well as our own work in drawing, and what not. The equipment there has served its day and paid for itself. There is the home economics building.

There should be a woman's gymnasium. There should be a woman's union building. There is great need of some drill hall, making ample provision for the regiment. It ought not to be expensive. We need a building for agriculture engineering, making ample provision for the disposition of farming machinery, power plant and other things that go in agriculture engineering. We need a farm cottage. There should be an addition to Oxley Hall to take care of our young women, because we have 100 to 125 on the waiting list. There should be some provision made for the department of education. There should be some provision made for a recitation hall, and for the department of economics, a very large department which has been in cramped quarters for years, and those departments having had poor facilities for teaching the subjects they have been teaching. There should be some provision for a sheep building. This State of Ohio has had no special provision made for the sheep industry. There should be some provision made for a swine building. There should be some enlargement of our poultry plant. Then the horse barn, and we need a judging pavilion.

Then the farm betterment. When we got the 90 or 100 acres across the river, some provision was made for drainage. We have 132 acres and that ought to be drained and put in use for all time to come, and the entire agricultural farm ought to be fenced. Say for farm betterment there ought to be $10,000 a year until this farm is put in a shape for the State and for the students in agricultural engineering.

I spoke already about the purchase of land. I need not put emphasis on that now.

I am not going to give you individual figures by this, but this is a conservative estimate made by Professor Bradford, too, about $1,375,000. I doubt whether or not I have wisdom enough to select the most needed thing that would do the best thing for the education of the State of Ohio. It would take wisdom to do that. I have been hoping for some years something could be done. Unfortunately we have a constitutional limitation by which we cannot appropriate money beyond the life of the legislature, which is two years. In the United States congress it is not so, except limited by the constitution itself. They pass a law which lasts through a series of years. In some states they do that, in the states of Oregon and Wisconsin. What we need is some sort of a worked-out policy that can be developed through a series of years. We have had a hand-to-mouth method. If the State of Ohio would give the University a million and a half dollars, payable in the next five years, we could develop a plan which would give us the real estate and the buildings we need and the order in which these buildings should be considered would be a subordinate detail. So when the economics department comes up and puts up a strong argument for a building, and the college of agriculture would do the same, if we could say we have a million dollars to go in buildings, and say to these departments you can't get it this year, they will be happy to know that they may get it next year. They need a permanent policy that will be enough to meet its needs. The trouble is we have been overcrowded. Go back to the beginning of my administration, there were 1100 students. This year there are four thousand. The increase of students calls for the increasing of the teaching force which is embarrassed, because the plant has not grown and kept pace with that in-

crease. In other words, we ought to complete the plant first. I don't want you to feel that that is the supreme need of the institution, because my own judgment of the supreme need is money for salaries.

This is the current budget for the year, not substantially but in round numbers. Here is a budget of $757,854, what they call the operating budget. The difference is what we spend for the improvement of grounds. That operating budget of $750,000 ought to at once go to $800,000. That additional $50,000 ought to go to the payment of salaries in order to pay reasonable salaries and make a provision for sufficient teachers. Take some of our classes. We are teaching twice as many as a high school. Our equipment is not up to some high schools. We haven't much more equipment than we had ten years ago. When you compare that equipment with a number of high schools, our physical equipment is not at all comparable. I recognize our teachers are superior, but the tools are not the same; just as shops in Page Hall are out of date. What we need is to put our supreme emphasis on the importance of getting the men and women we need and retain them in the matter of salaries, because men make universities, but universities don't make men.

I recognize the average tax payer and legislature will give money for a thing he can see, but will not for what he can't see. He can't see your salaries because you put it into your pockets and spend it. He will pay for a building because he can see it but he would not pay for a professor. We must put forth our efforts to keep these good men. I know Professor ———— remained with us a long time and we are proud of it, but you want to keep this in mind that, in this, the twentieth century, there is a great demand by the colleges for good men. I refer to the professor because the demand is so great and the demand will be stronger in the next ten years than it has been.

Now, in addition to this general action, let me see: We have been operating the agricultural college for seven or eight years. We also come under the federal government. The budget commission made a mistake of $15,000 in our favor. I am glad it did not go the other way. We have $28,000 to spend in the direction we have been going.

Now, the University has had its problems with other extension ideas. The general theory of the University extension was provided for by the legislature last winter. A provision was made for an experiment station. No money has been appropriated for that purpose. In other words, the University has used the money it has had, I think, without any serious criticism. The money that the University has had has been economically spent, and I am proud to say that, in the administration of the affairs of the University, not one penny has been fraudulently expended or unaccounted for. That fact ought to be an encouragement to the body of the alumni. They can say that this institution has spent its money honestly, conscientiously and effectively, and the only criticism that can be made is not what it had but what it has not had and has done. You will find all the criticism of this institution is what you are not doing because you have not got it.

Now the opportunity for education is universally wide. I don't want the State to do everything we want it to do because we are not ready. What I should like to see is a steady development of the University along lines that will increase its power for good and will bring back the fruit to the State after the tree is planted. I don't want any boom for Ohio State University, but I want natural, normal growth. We have grown too rapidly, in my judgment. This is the spirit of the complaint that we have had. Our prosperity has been our distress.

We haven't gone out and sought after students. They have come without it. What we have been doing all the time was using our money to the best possible advantage to the uplift of the institution. I think the disposition of the State of Ohio is to look upon the University as a great big enterprise. I think it is for us to show its real bigness.

There are some things we speak of in our own circles with modesty. For example, somebody wanted to make an investigation about student affairs. The United States authorities say the best office for registering students is the Ohio State University, but I supposed Mrs. Scott was running that, not the alumni. When the United States came in to investigate they found it the best of all.

Mr. Steeb had been working at this finance, and I told him the thing to do was to keep ahead of the procession. Well, when they came to investigate this institution they found Wisconsin, Chicago, Michigan and Illinois could come to the office of the Ohio State University and find out how to keep accounts, and when we published it, it was commented on the United States over. We say without hesitation the accounts of the Ohio State University are beyond criticism for their efficiency and accuracy. It is done at less cost than anywhere

we know of. Now, the Auditor of State is very anxious to have things straight. Now when he came to see what is actually going on in the University, he honestly said, I am amazed at what is being done and the small amount it costs to do it. From the standpoint of the administration, I would be glad if you have the time to spare to have you verify what I say.

In speaking of the University in this day, I hope that nobody will fail to see that, in this forty years and particularly in the last five years, the growth of the University has been carried right along. We have made a decent development. Don't let any alumnus come on this campus and say the President and trustees are satisfied with it; that we have reached our ideals. It is not true, if you ever went through the experience I have of making a budget. We have never reached that.

So I congratulate this convention today and years to come, because we would like to have you go into a discussion and investigation as to what has been done. If you can't find any mistakes, I will show them to you. We have got more mistakes than we need to have, perhaps. We have what other institutions have, mistakes. Notwithstanding that, we are getting better and better every day. We are glad the State has come to our rescue.

It would be interesting to see what our appropriation was. The last legislature adjourned and a new legislature was called, and they made a new bill and they gave us $50,000 more. They never have gotten together without giving us more in the fifteen years I have been here. Next January they will give us $50,000 more, and if this alumni organization could go out into the State of Ohio and show that this money should be given generously and give the reason for it, that we want to maintain our faculty and then complete this plant for the sake of the boys and girls of the State, there would not be any trouble to get the money.

Reports by the Deans

The College of Arts, Philosophy and Science

JOSEPH V. DENNEY

THE PRESIDENT in his very complete and comprehensive presentation of the needs of the University has cared so satisfactorily for the college of arts, philosophy and science that I need do very little more than repeat specifically one or two of the recommendations that he made among others in his address. I will state as dean of the college of arts, philosophy and science I should find it nearly as difficult a matter as our President finds it to choose from that list of buildings the one for which the alumni should work most heartily. The one which I should be able to decide in about two seconds that the buildings most needed on the campus at the present time for both the young men and women and for members of the faculty too is a recitation building to take care principally of the elementary instruction that is given by way of ordinary class room recitations. I proved all this to the satisfaction of the President four times four years in succession. I have been sure the college of arts, philosophy and science would have that building for recitation purposes, but other needs have intervened to prevent it, things beyond anybody's control. And I have proved to the President's satisfaction in this way, by saying that the principle, or at least one of the ruling principles, that should be outside the selection from this one million dollar list, would be the greatest good.

Now, if you get a building big enough for recitation purposes we should certainly be able to fill it and should certainly be able to do more good to the greatest number of students. For many of our students, as the President has said, are in inadequate and unwholesome quarters. Look about you here. We have the great buildings constructed for specific purposes. We have for instance Townshend Hall. Nobody on this campus would

dispute the statement that the departments in Townshend Hall can care for the recitation room needs for the students in their department. Look at the great chemistry building. That was largely built with laboratory needs in their mind, but the chemistry department has to look elsewhere for its class rooms and recitation rooms.

Look at the building for biology. There never has been a time when the biology building could provide the recitation and class rooms for the elementary instruction of its own students.

So you go all around to the buildings —— no criticism in this. It would be absolutely impossible on the appropriations that have been made for these people to provide more than has been provided for lecture room or laboratory. Laboratory requirements, the special building comes first.

Take biology. The curriculum of the department of biology calls for a certain amount of instruction in English, in the languages, in mathematics, but the biological buildings that are built for the specific purposes of biological departments do not contain recitation rooms enough to provide the biological students with the elementary and fundamental instruction, and for that purpose a large recitation building is necessary. The same thing is true of the college of agriculture. You look at the curriculum of the college of agriculture and you will find of its required studies, about two-fifths must be taught in departments that are qualified in other colleges, and, therefore, the claim is for room elsewhere.

Recitation rooms are not forthcoming in the places where the work is absolutely required. Now, then, this need is so general and so lacking in spectacular and advertising appeal, that it is quite likely to be overlooked by the legislature.

You can't go to a legislature and make so specific a demand for a general class room building, a large school house you might call.

Nevertheless the need is there, and it is there not particularly for the college of arts but all the other colleges. I am not saying that any of these buildings should contain recitation rooms enough for their own instruction. May be that is not the way to build them. I am saying that somewhere on this campus that needs for the construction of a building where elementary instruction could be given should be looked after, and that is what the arts college is most interested in.

I also wish to second the motion of the President in regard to a larger salary fund. That is another material thing in the college of arts, philosophy and science, as I am sure it is in other colleges, too. According to the figures that were furnished to me by the President not very long ago—by the bursar not very long ago—the college of arts is down in the list for this coming year for $120,000, something more. That is about $3,500 less than was distributed to the department in the budget of the college of arts, philosophy and science last year. I went over the whole matter with the President of the University night before last and he agreed with me that in order to do what ought to be done in the college of arts, philosophy and science at the present time in the matter of salaries that should be instead of $120,000 for the coming year it should be $145,000. The college of arts, philosophy and science needs that at the present time in order to carry on the fundamental work in which it is engaged; in order that we may break up these large sections in smaller sections, in order that we may increase the competency of the teaching staff, in order that we may reward men who have done valuable service in years gone by and in order to bring in other men who are needed for new chairs and additional positions here in old departments, that we should have for next year $25,000 more than has been appropriated to us, and of course since the legislature has not appropriated it, you gentlemen will raise it here this afternoon before you leave. (Laughter)

But there are other—as the President has also said—there are other and higher needs than buildings and money. We often talk about the assumption of real leadership in this State in educational matters on the part of Ohio State University. I am proud to say, as the President has already intimated, that we have that leadership here in as large a proportion as you will find it in any state university in the land. I know whereof I am talking. I know that out of this university came the first impulse for higher educational requirements for admission to the state universities in the west. President Canfield and I helped to organize the North Central Association of Colleges and secondary schools more than eighteen years ago, and that organization that began at the Northwestern University has been a fighting force in the way of elevating requirements in the way of admission to the university. We were like other state universities, we were below standard requirements, and we all felt that no one state institution could go ahead on its own accord and distinguish itself by making itself the leader in the matter of requirements from

its students, and therefore, they were all brought together and convinced of the need. It was the Ohio State University that started that movement for higher requirements in the matter of admission, and for the last eighteen years we have had admission requirements that were as good as any in the land, and following the college of arts in all the universities, practically, the colleges of engineering have come up to the same standard, which they did not have before in the matter of admissions, and our engineering department on this campus was the first to lead off. For years it had higher admission requirements than the University of Illinois. (Applause). The colleges of agriculture have also followed suit and we have now come to the 15 units.

We have not been without our influence either in the East. I know that we have carried to some of the Eastern institutions many of the strides on which they have added their new movement.

We were the first college of arts, philosophy and science in this country to regard the high school course and college course of the student as one educational unit and to make the work of the first two years in college contingent upon what had been accomplished in the four years of the high school and we did that not five years ago. Now, then this fall it becomes necessary to do that thing by reason of legislation, which says that the college of arts in this state must hereafter receive every graduate of a first grade high school who presents 15 units of work. And what are we going to do about that? If the ingredients of his previous education needs supplementing, all we shall have to do is to continue what we have been doing. If he has had as much language in his high school as we think he ought to have, we will not give him any more language, but we will give him what he needs and supplement his previous course.

There is another movement in this country in which we have participated, and that is a movement for encouraging our best high schools to keep their freshmen at home and give them a fifth year at home, which they can do without even adding to the force of teachers in many cases, instead of sending them to the University to fill our freshmen class rooms.

These are some of the things we have contributed in a general way and I think we have fulfilled the function of an arts, philosophy and science college in a university so far as that educational aspect is concerned.

Now there are other things besides these material needs. As I conceive it, it is the function of a college of arts, philosophy and science, without disparagement of the excellent work of the other colleges on the same campus, to provide the general education that is necessary for all. As I look at it, the day has gone by in this country when a professional school of high standing can afford any longer to base its work upon the high school directly without the intermediate assistance of one year or two years more of the work in general education. I believe that it will not be many years before we shall be doing as other state universities will be doing also, turning their engineering college and agricultural college into purely professional schools. We cannot be a pioneer in that field, as we have been in some others, because the University of Missouri is ahead of us. You may say what is there to gain? Why not make a unit system, as they call it among the big manufacturers of the country? Well, the unit system means that every college on the university campus bases its work on a high school course; that it has as many departments of chemistry as it has colleges in whose curriculum chemistry is required, and so on. But by so doing it makes each college endeavor to perform two functions, two functions that cannot be well performed by the same set of men. It makes the college of engineering, for instance, profess to give a type of education in its four years that provides sufficiently for the culture demands of the age, and also in that four years to provide for the proficiency of the engineer.

Now then, what effect has that upon the student? Why, as the professional demands of engineering increase, the college does the natural thing, and begins to eliminate and direct this and that and the other element of all culture value in its course. And furthermore, what effect has that upon the faculty? I think nobody would dispute that to demand of a man that he shall be at one and the same time a great professional engineer and a school officer is asking more than you will be able to get. and when you ask a man who is a big man in his profession to master the pedagogics of elementary material and to face law students who are not ready and trained for his advanced work, you are putting upon him a duty which distracts his attention from his great professional interest and making the poor man believe he is lacking something because of pedagogy.

Those of us who were here twenty years ago know that the late Professor Robinson was not

greatly conversant with the pedagogic principles of class room teaching, and yet there is not one of his old students who would not raise and hold up his hand to Heaven and swear there was one of the best teachers in the United States. One of his old students from Cleveland told me not long ago that he dropped a fine paying position in which he was engaged and came down here and went into Professor Robinson's laboratory for nothing, to spend another year in his presence where he could get occasional suggestion and help from him.

The professional idea is going to be supreme in our professional school, and it is only a question of time when those schools will be based not directly upon the high school but upon primary culture and science and mathematics, as the professional college in engineering, in law or medicine, whatever it may be, demands necessary for the successful pursuits of its strictly professional work. And when that time is reached many of the vexing intercollegiate questions that arise among us will have entirely disappeared of their own accord. There will be nothing left of them.

I am glad to hear the dean of the college of law say that, beginning with 1915, there will be a primary amount of work in the college of arts required of everybody who goes into the college of law, excepting the few special students.

Now, I have mentioned these other colleges not that I have criticism to make of what they have done in the past or in the present, but merely to show what I deem to be the true field of the college of arts, philosophy and science. One of its biggest functions is to provide the necessary preparation for admission to these higher scientific and professional schools just as soon as they rid themselves of the elementary and fundamental work which they are now trying to do at the expense of their truly professional vocation. That is the only reason I mention it at all.

As I can conceive of it, it is the function of a college of arts, philosophy and science to do that general educational work, and as I say that work has gone far in one of our great state universities. There has never been in this country a great university in which the college of arts, philosophy and science has not the biggest college, the most important college and the most variety of knowledge. John Hopkins university started out to make itself a great graduate school, but it had not been running very many years before it put right under that graduate school a college of arts, philosophy and science. The Union College of Law which once stood by itself, and in the early history of New York provided some of the great lawyers of the land, you hear nothing of it any more. And why not? Because an isolated college of law detached from a close connection with a college of arts, philosophy and science has no proper feeders. And you know what is happening in Madison. The whole class of minor colleges are attaching themselves to a university in which they can be fed by the properly prepared material. The same thing was true of Clark University. With a flourish of trumpets Clark University set out to dispense entirely with primary education. That was to be done all over the United States and without reference to Clark University. But within the last few years Clark University has established in connection with it a college of arts, philosophy and science. I also mention a later instance of another kind, the case of the Massachusetts Institute of Technology, which stood by itself many years, but it, within the last year, has been incorporated in Harvard University.

Now, you can not have a great graduate school, either, without a college of arts, philosophy and science. There never has been one and never will be one of that sort. It is absolutely impossible, because in the high grades of any graduate work you have certain fixed courses for study. You can't often distinguish between a senior and graduate student—sometimes the senior is the best looking fellow. But you can help the graduate school by doing it for it. We have had our clients in this university, as in other universities, in which we have tried to run two or three systems at the same moment. I don't know of one single institution in this country—a state university—that is today running on the organic system—the university system which I have tried to describe. You will, perhaps, say these are problems for the faculty and officers internally of the university to decide. They are not so easy to decide as they should be always and without a public sentiment, a public sentiment which will demand high standards. It is not because I am in the college of arts that I say this, but I say it as a matter of fact, and I do not believe the statement will be disputed that the educational standard of this country and the educational standard of the western states generally are now maintained where they are by the colleges of arts, philosophy and science of the state universities. I don't believe that statement can be controverted.

We ought to have a professor of music in this institution. You listened this afternoon to these girls singing, and if they can do that thing by their practically unaided efforts here and by the voluntary help of their friends, what might be done in a systematic way in this university by a professor of music, not that we expect to turn out professional singers or piano players, not at all. But it ought to be the function of that professor to do for music precisely what the late Professor Josiah Renick Smith did for the history of Greek art.. He ought to be a man who would not only encourage music among his students, but a man who could encourage great interest in all who come to his classes. I do not suppose our legislature would make any more fuss about a musical department, if one should be established, than the legislature did twenty-five years ago. At a time when everybody was afraid of that institution Michigan established a department of music.

We need also a larger conception of the fine arts, and I think that larger conception is going to be established in this institution and furnished through the efforts of our President before the expiration of another year. I am happy to say that the finer things of the institution, which you want every student to come into contact with, are being looked after in this institution by the president and the higher authorities of the institution. They have these things at heart, but what the alumni can do is to uphold their hands, and if you believe in music, painting and landscape drawing and other fine arts, let us have some apostle of that kind, and let us all work to that end. Let us bring our boys and girls in contact with these fine things.

We are working now in the college of arts not so much for quantity as quality. I recognize it is our first duty to furnish the average man who comes to us—our first duty to attend to the immediate needs of the average man and woman, but we have also the new conception, too, that it is our second duty to find out the people with gifts and attend to them also, especially, and develop in each one and help each one to develop in himself the fine things with which he has been especially endowed; and, to that end, we are about to modify the "O" system, a modification which will not discourage anybody, but which will put honor where honor belongs.

I beg your pardon for speaking so long upon this question, and mentioning the names of other colleges. The other deans are my friends and know how I talk. They don't care five cents about what I have said.

The College of Engineering

EDWARD ORTON, Jr.

I have been interested in what Denney has had to say, as to the general trend or tendency of professional education in relation to the liberal education of the arts college and I am in substantial accord with the view that he expressed to you upon that subject.

It has seemed to me for some years past that it is a misfortune that the exigencies of the modern industrial life make it seem necessary to educate a man and make an engineer of him in one process. It is not the ideal way.

I have always felt that engineering is a profession rather than an art, and if it is a profession, then the preparation for it should be put upon the foundation of a good general education. I still feel that way. It is impossible, however, at the present time to make such a demand effective. The young men who come to get an engineering education as a rule take a very prosaic or sordid view of it. They look upon it in a very practical way, as a source of livelihood—as a means to a "job." Their idea of engineering is strictly a bread and butter idea. They come here expecting to be made competent to go out and practice certain arts: they look upon their degree virtually as a license and they begrudge any time or effort that is required of them which does not lead directly to the practice of that art or in which the practical connection with that art is not pretty clear.

I think that the faculty can break up or broaden this narrow conception of the engineer's place in the social organization before the students get through their four years here, at least to some

extent. Nevertheless, I do not believe that at the present time it would be a feasible thing for us to put admission to our engineering courses on a professional basis, and demand two years or more of arts work as a prerequisite. So far we are doing just what most other engineering schools are doing, viz., making our work concurrent with the liberal education, and not superimposing it upon a liberal education. We are trying to educate men and train them at the same time in one and the same operation. I believe we are doing so with success. I am moved to that belief by the fact that the engineer receives a great deal of cultural benefit from the exacting nature of the work required for his degree. I think perhaps that these same subjects, which are studied by both engineers and arts students, may have some added educational value to the engineer from the very intensity with which he must apply himself to them. An engineer must and does appreciate that his knowledge must be accurate and specific and exact to do him any good, and the cultural value from almost any subject well mastered is much more than for a smattering and inexact knowledge of several things.

It is not possible in the Engineering College to proclaim any very large growth. As for myself, I am very glad it isn't. We are growing as fast as we need to grow. Four years ago we had 900 engineers; in 1910, 841; in 1911, 783; in 1912, it dropped to 787, and this fall (1913) it came back to 876. It is now only some thirty or forty feet below the previous high mark. Whether this little depression in the growth curve means anything or not, I do not know. All over the country every college of engineering of which we had data showed a similar influence at work. Some showed less loss, and some twice as much as ours. I feel that it is a temporary situation.

I think I can say for the whole faculty of the College of Engineering that we look upon the growth and prosperity of the college of agriculture with pride and enthusiasm. We all know that agriculture needs scientific development and will need it for a long time to come to bring it up to its proper plane. It is not necessary or desirable that engineers should be produced in as great numbers as farmers. The engineer is necessarily a technical man, and one engineer is able to minister to the technical needs of quite a number of people: that is, the number of engineers per capita need never be large. That cannot be so of those who produce our food. Their number must increase, and their efficiency must still more increase until the farmer applies to his task, the scientific accuracy and practical intelligence of those who are now pioneers in the teaching of this subject. I am entirely optimistic as to the growth of the Engineering College. We do not want to grow too fast. The whole question with us is to do our work as well as we need to do it.

Now on the matter of the budget: In this institution it so happens that there are assigned to the management of College of Engineering a larger number of departments, including several of the largest departments in the University. The appropriation upon which we are instructed to prepare our budget is approximately $165,700. That is much too small a sum. However, we will have to live upon it, and we shall. It will not permit any extensions or permit the growth which we greatly need to make in certain directions—but it will permit us to give a good, vigorous year's work to the students who may come to us. I do not think there will be any sensible let-down in the quality. It is a disappointment, of course, for we all see many opportunities for usefulness of which we cannot take advantage, and emergencies to which we cannot rise with this appropriation. But we shall hope to be judged by what we do with what we have, rather than by what we do of what need to be done.

On the matter of buildings, there is much that could be said. I was unfortunate in not hearing Dr. Thompson's speech. I did hear what Dean Denney said. I believe, in a general way that people on the campus would agree to most of what he said. They certainly would, as representing urgent needs of the Arts College. When it comes to relative urgency of these needs and others which he did not mention there might be differences of opinion.

The needs of the College of Engineering in the way of buildings are urgent in three directions just now. One is the matter of the chemical laboratory. The greatest pressure there is for facilities for handling the large freshman classes, the foundation course in chemistry for all colleges. I have given up myself one of my laboratories in order to make room for forty chemical students in Lord Hall. The work in analytical chemistry is also very crowded. A chemical building of equal size as the present must at a very early date be built. The overflow we now have would fill it by the time it was built.

The civil engineering building, Brown Hall, was planned and built in 1902 and is now twelve years old. It is crowded, and it is not possible to anywhere near accommodate the work done by the three departments, that are housed in it. Their overflow is scattered through several other buildings. We are trying to accommodate in that building the experimental laboratory of the State Highway Commission. It is of the greatest importance to us to keep a close and sympathetic relationship to that work. We cannot hold them there unless we can furnish room as fast as needed. Brown Hall needs to be completed in order to provide for the work for which it was originally dedicated. It should be built in the form of a square of which the present structure should be the front and part of two sides. When that is done the department of mechanics should be given charge of the machinery for testing materials, which is now in Robinson laboratory.

We could then have our department of mechanics in one place where both theoretical and practical work could be carried on side by side.

Another building greatly needed is the engineering shops. What should be done is to build a large and adequate structure over on the west side of the campus, adjacent to Robinson laboratory. Hayes Hall would then become available for various other purposes. The women might use that building for a gymnasium and if it did not suit their needs, it could certainly be remodeled into a wonderful class building.

Our college has as yet no department for engineering experiment station work. We are always doing some work of that sort; every engineering college does it, and will continue to do it. But we can't make much headway until we can have the advantages of a regular organization on purpose for organizing experimental work. We drew up a bill two years ago and got it through the legislature, which provided that the trustees must establish such an engineering experiment station, but no appropriation was made to carry out the law. Therefore until money is made available, we will not be able to make any very great steps forward. This engineering experiment station when it comes will accomplish two separate purposes: (1) It will enable us to reduce the routine grind of our professors by giving them the chance to carry a little experimental work, and (2) through its special staff it will give us a faculty of high grade specialists on whose time we can draw for a limited amount of teaching.

Engineering Extension last year we had out first highway course. This was due to the kindness of the Ohio Good Roads Federation, who gave us five hundred dollars. With this five hundred dollars, we organized a course and did good work. We gave special instruction to some seventy-five road builders for two weeks. On the strength of the success thus made, we got one thousand dollars this year from the legislature to give a similar course. It has recently closed, and has proved effective, well patronized, and doubtless it will be called for again next year. There should be a similar highway course organized in at least a half dozen sections of the state, in order to get the men who are about to spend millions on Ohio roads and who need instruction, fairly well prepared for the gigantic task they are assuming.

The course for practical potters is the latest step in this direction, and it is now at work.

We have a registration of 32 potters, mostly practical men who have never had the benefit of college training. While this course is not yet finished, I think we can already state that it is a great success. The potters will go away pleased and they will be demanding a longer course next year, and will doubtless soon be asking us to come to their own home localities, like Akron, East Liverpool, and Zanesville, where there is a great opening for such work, and give our lectures there.

The general outlook is good, I think. I think I can fairly say that the faculty of the College of Engineering has always been a highly conscientious body of men. From what I have seen of our faculty and that of other colleges, I do not know of any where the professors are more insistent upon conscientious work on the part of the students, and where they spend more personal effort in the way of maintaining high standards. We do not give as large a variety of courses as some colleges, but I do believe it can be properly said that the College of Engineering is now, and has at all times in the past, produced an output of exceedingly sound quality. I think our record in that respect is good.

The College of Agriculture

HOMER C. PRICE, '94

I APPRECIATE this opportunity of saying something of recent developments in the College of Agriculture and our hopes for the future.

I wonder how many of you realize how rapidly our College of Agriculture has been growing in recent years. Out of 844 increase in our undergraduate enrollment since 1609, 759 have been in the College of Agriculture and 85 in all other colleges of the University. This year the enrollment is 1251. Add to this 200 who were enrolled in the eight weeks' Winter Course and we have a total enrollment of between 1400 and 1500 in this one college alone. Let the present rate of increase keep up for the next five years and there will be an enrollment of over 3000 in the College of Agriculture alone.

So rapidly is the College of Agriculture growing that on the part of some there is a fear that the University is growing into a "farmers' school," and that there is danger of agriculture overshadowing all other interests.

There are 272,000 farms in Ohio and when we have one student for every 100 farms there will be 2720 students in the college, and to this the ever increasing number who come from the cities (this year 44 per cent of the entering class) and the registration will be at least 5000.

In reaching the farmers of Ohio and educating the boys and girls of our farms, the college is only in its infancy. I see no assignable limit to the growth in this college. Agriculture is popular with all classes. The increased value of food products, the active interest of our state and national governments in developing our agricultural resources, has given an impetus to agricultural education that is bringing students into the agricultural colleges by the hundreds where they formerly came by tens.

What has been the result? Just what might be expected. We are crowded, congested, overrun. Instructors attempting to teach classes of 100, 150 and in some cases over 200 that ought to be in sections of not over 30 or 40. We have been criticized, and justly so, for employing too many young instructors and too many of our own graduates. The limiting factor has been the budget. You cannot make bricks without straw. While the enrollment in the past five years has increased 160 per cent, the budget for instruction has increased only *37* per cent.

I have been connected with the teaching force of three of the leading agricultural colleges of the country and I know personally many of the instructional force of most of the agricultural colleges of the north, central and eastern states, and, in comparison, our own faculty certainly needs no apology or defense, and yet our salaries have remained so low that there is scarcely a man in our faculty who has not made a financial sacrifice to stay. I know of two heads of departments in our college at the present time who have offers of over twice the salary they are now receiving.

The greatest need of the College of Agriculture at the present time is instructional force to take care of our ever-increasing enrollment.

There are a few important events of the past year affecting the College of Agriculture of which I wish to speak briefly. The State Agricultural Commission has been established to have charge of the agricultural agencies of the State. The act provides that the Dean of the College of Agriculture shall be a member of the Commission and the College is thus brought into close relationship to the other state agencies. With all of the State agricultural interests working together and in perfect harmony, the prospects for the College of Agriculture have never been as bright as they are at present. Without doubt some adjustment will have to be made and possibly some additional legislation enacted.

I have no doubt that the support and activity of the Agricultural Commission, through its various agencies, will very greatly increase the enrollment in the college.

This past year, through the good offices of the Agricultural Commission, the buildings on the State Fair Grounds were put at the services of the agricultural college for holding the Winter Courses and two hundred students were given instruction in them during January and February.

It is probable that the use of these buildings for this purpose will become permanent and it will prove a very welcome relief to the present overcrowded condition of our buildings on the campus.

A change has been made in the curricula of the College this year that I believe will mark a new era in our short course work. The two-year courses in agriculture and horticulture that in the

past have had the same length of school year as the other courses of the University, have been changed to three-year courses and will begin October 15 and close March 15 of each year, thus enabling the farm boys to be at home during the growing season.

The change is meeting with enthusiastic approval of every one.

The Board of Trustees have established a system of free scholarships for these short courses, assigning one to each county, to be awarded under rules and regulations of the Agricultural Commission. This year they will be used as prizes in the corn-growing contest, in which probably five thousand boys will be engaged. I would not be surprised if three to four hundred students enrolled in the first year of this new three-year course this year.

In my judgment the most important event of the year for the College of Agriculture, as well as the entire University, has been the inauguration of combination courses with other colleges of the State. This has been talked of for years, but has not been a reality until the present. We have arranged a five-year combination Arts-Agricultural Course which permits a student to remain in the home institution three years and then come to the College of Agriculture two years. The home institution grants credit for one year of work done in the Agricultural College, and at the end of the first year the student returns to his home institution and receives his degree, and at the end of the second year, in the College of Agriculture, he receives his bachelor of science degree in agriculture.

Such combination courses have been formally adopted by the trustees of both institutions with the University of Akron, Capital University, Antioch College and Baldwin-Wallace College. Several other institutions are working on similar combinations, and, within the next two or three years, I think the majority of the Ohio Colleges will adopt similar combination courses.

With the Ohio State University it is no longer a question of competition with any educational institution in Ohio, it is now a question of co-operation. The colleges of the State are ready for it and the people of the State will welcome it. It will develop the friendship of the other institutions and will bring the University to the place it ought to occupy.

This year has seen the passage of the agricultural extension bill by Congress. The passage of this bill marks an era in the history of the College of Agriculture of the United States. Under the terms of this bill $10,000.00 is appropriated to the College of Agriculture of each state for the year beginning July 1, 1914. The appropriation is increased each year $600,000 for the next eight years until the total annual appropriation is $4,800,000 in 1922, after which date it shall remain at that amount.

The appropriation is distributed among the states on the basis of rural population. It is further provided that the appropriation to the respective states will only become available when they have duplicated the appropriation. Ohio's share, when it reaches its maximum, will be about $175,000, but before this can become available, a like amount must be appropriated by the State, making a total of about $350,000 annually. This is considerably over three times the present budget of the College of Agriculture for instructional purposes. Ten times the present appropriation for agricultural extension.

Furthermore, it is the intention of the United States Department of Agriculture, under whose direction the money is to be spent, that 75 per cent of this money shall be spent for demonstration work throughout the state. The demonstration work at present is carried on principally by the Ohio Agricultural Experiment Station under the Agricultural Commission.

The reorganization of our Agricultural extension work to meet the requirements of the United States Department of Agriculture involves many problems effecting the State Agricultural Commission and the College, and, as I suggested a moment ago, will necessitate some adjustment and possibly additional legislation.

What of the future? How can better financial support be gotten for the University? These are the real questions that are before us and which I suppose each one is invited to discuss from his own point of view.

Personally I have doubted whether we have given our friends as much opportunity to help in the past as we might have done. A State University is a composite institution, made up of many interests, each with its own constituency interested in a particular line of work in the institution. These classes will work actively for their own interests and are not antagonistic to any other.

Take the agricultural interests for example, they are thoroughly organized and the Agricultural College has the unanimous support of every one of

them. They are repeatedly asking what can we do for the College? Without the knowledge of anyone in the College of Agriculture, resolutions were passed this winter in all of the State Agricultural meetings endorsing the work of the College and asking the legislature for increased appropriation.

I have no doubt the same thing is true of the constituency of every other college in the University.

I do not want to minimize the work that the alumni can do by organizing, but I do want to emphasize the support that may be gained from our organized industries in the State.

The University is the State's and we want support because we are ministering to the needs of the State.

The farmers ask support for the College of Agriculture because they recognize the benefit of it.

The mine owners and brick manufacturers ask support for the College of Engineering because they recognize the good work it is doing.

If the work of the University is to be projected before the people of the State, it must be through the constituency of our respective colleges, and if we get the support from the State that Universities in other States have gotten, we must do as they have done; enlist the active support of our constituency together with our alumni.

The College of Education

W. W. BOYD

THE COLLEGE OF EDUCATION was organized seven years ago. Within that time 117 persons have received the degree of bachelor of science in education. The enrollment in the college now numbers 189. Of the graduates, seven are superintending schools, nine are high school principals, seven are young ladies who have been married since graduating, and all the others except four are teaching in high schools.

The opportunities before the college are large. About three years ago the State of Ohio through its legislature inaugurated a policy for the professional training of teachers. This policy reached a certain stage of development in the enactment of school laws during the recent session of the legislature. These laws require that after January 1, 1915, no person shall be granted a certificate to teach in Ohio unless he has had a limited amount of professional training. If the college of education could get the same recognition and encouragement upon the campus of the University and from the authorities of the University which it has received from the legislature, from the public school men and women of the state and from the board of education of Columbus, it would be recognized immediately as one of the chief teacher-training agencies of the country. The legislature has laid upon this college some very definite duties which ought to bring it into leadership as the highest and best of the State's agencies for the advancement of the profession of teaching. The public school teachers of the State are offering a support to this college which gives opportunity to it to harmonize and direct all the forces of education. The board of education of Columbus has authorized and supported the most ideal method for practice work for our students which can be found in the United States.

Now what is needed is a building which will provide administrative offices for the college, offices and lecture rooms for the departments of art, history of education, principles and practice of education, psychology, school administration and manual training. This building should contain studios for the art department and laboratories for manual training. Extensive laboratories for psychology should be provided, where experiments affecting all departments and branches of education in the State could be made and where students could learn methods of experimentation. There should be a fine public school museum in the building, where teachers and boards of education could see the progress and direction of public school work, where apparatus could be placed on display, and where building plans and methods of sanitation could be presented. In addition, the building should contain a fine auditorium which the teachers of the

State could feel belongs to them and where they could assemble whenever they desire for their meetings.

The board of education of Columbus has offered to erect under certain conditions a high school building at the corner of Eleventh Avenue and High Street for a practice school for the students of the college of education. This offer should be accepted without delay.

The establishment of a department of music would benefit both the University and the public schools.

The College of Veterinary Medicine

DAVID S. WHITE, '90

THE BEGINNINGS of veterinary education at Ohio State were exceeding small. In 1884 in response to what seemed to be a demand from the live stock interests of the State, the embryo of the present college of veterinary medicine was formed. Professor A. H. Tuttle, who at that time taught most of the biological sciences at O. S. U., recommended to the authorities of the University the establishment of a veterinary museum, in order that "trained veterinary physicians and surgeons might be sent to every county in the State to combat the diseases of live stock, which entail such large and increasing losses to the agricultural interests of the commonwealth." In response to this demand the Legislature of that year appropriated $2,000, and the trustees formally established a course in veterinary science at the University.

If we are to credit history this appropriation seems to have been somewhat diverted; $500 of it were consumed in erecting a dissecting room and $1,000 went toward the purchase of a "model horse" made of paper and of doubtful value. What became of the remaining $500 I find no record—it was probably used to equip the aforesaid museum. Obtaining money for veterinary museums seemed popular in those days, for during the next meeting of the Legislature the authorities of the University, probably feeling that they were approaching along the lines of least resistance, asked for $3,000 for another one, but we find in history no record of the result.

Dr. Norton S. Townshend, the then professor of agriculture, was always interested in veterinary medicine. He taught some anatomy, materia medica and something of the diseases of animals, to his agricultural classes. However, no attempt was ever made to provide for professional students in these branches of medicine.

In 1885 Dr. Henry J. Detmers of the University of Illinois was elected assistant professor of veterinary science in the University. He at once arranged a course of instruction, thus establishing the nucleus of the present professional school. In 1890, largely through Professor Detmer's personal influence, the General Assembly made an appropriation of $5,000 to erect and equip a veterinary hospital. This building, whose noises, odors and surroundings will ever remain a fragrant memory among the "old grads," served its humble purpose for many years. In 1895, with the advent of President Canfield, a new order of things arose on the campus. There was a complete reorganization of the University. The school of veterinary medicine became a college, with its own faculty and dean. At about this time Dr. Detmers, after ten years of vigorous service in an attempt to place the veterinary course on a par with the other courses of the University and have it accorded the standing in the country its importance merited, retired from his labors and returned to private life. A young man was appointed dean of the new college and with the enthusiasm of youthful inexperience took up the work and attempted to emulate the virtues of his predecessor. For the next five years, however, in spite of what seemed to have been well directed effort, there was "nothing doing." But in 1900 the authorities were finally induced to place on the teaching staff of the college a better grade of men. As a result, two of the most efficient men, each in his line, were added to the faculty. The influx of students which followed this strengthening made imperative greater space for class rooms and laboratories. In

1901 the authorities of the University allowed to be used $35,000 of a Legislature appropriation to build the veterinary laboratories. While it was fully realized that the sum was inadequate to meet the actual need, nevertheless, at that time and under the urgent stress of circumstances, it seemed the best that could be done. This building, though too small in capacity and too puritanical in architectural effect, served to furnish quarters for the branches of anatomy, pathology and bacteriology. When the people saw that Ohio State was finally awakening from her lethargy in regard to veterinary medicine, they stopped sending their sons to Pennsylvania, Cornell and Iowa State and turned them toward their own school. In the next few years the faculty was again strengthened by further additions, among the most notable being that of the late dean of the veterinary department of the Iowa State College.

Following the completion of the veterinary laboratories the increase in the student body and the growth of the clinics demanded that, if progress were to continue, the old hospital must be replaced. In 1907 the authorities, therefore, asked the Legislature for $75,000 to erect a clinic building which would be adequate not only for immediate but for future needs. This request was readily granted, and in the spring of 1910 there was completed on the campus what was then the finest and largest veterinary building west of the Alleghenies. In 1910 the Legislature was asked to provide $36,000 to equip this building. For reasons which need not be exposed at this time, this sum was reduced to $12,500, leaving an appropriation too small to render the building usable in its entirety. For the next two years, the north wing, except for the mortuary, was of no service to the students for whom it was built. However, an appropriation of $5,000 was secured later and with it the equipment of the north wing was made fairly complete and the wing usable.

Stated in tabulated form the present status of the college is as follows:

Ohio State University.

(1) Value of physical plant, $150,000; (2) annual cost of maintenance including everything, $32,000; (3) number of veterinarians on the faculty, 8; (4) number of students candidates for degree, 165; (5) number of students from other colleges of the University taking veterinary courses, 150.

To throw light upon how well our college lines up with other schools with which we are compared and hope to rank, the following figures are instructive:

University of Pennsylvania.

(1) Value of physical plant, $450,000; Endowment fund, $157,000; (2) annual maintenance, $60,000; (3) number of veterinarians on faculty, 20; (4) number of students, 118.

Cornell University.

(1) Value of physical plant, $371,000; (2) annual maintenance, $65,000; (3) number of veterinarians on faculty, 18; (4) number of students, 110.

Cost per capita per annum of educating professional veterinary students: At Ohio State, $194.00; at Pennsylvania, $508.00; at Cornell, $599.00.

It will be noted from the above that either New York and Pennsylvania are paying too much for veterinary education or Ohio too little. The conservative person, cognizant of the facts, would not admit the first statement.

Of our student body, time will not permit me to speak in detail. Suffice to say that while the majority of our students are from our own State a large number are from other states and a few from other countries. Beginning with only 12 students in 1895, when we became a college, in 1910 there were registered 205 student candidates for degrees. At this time the entrance requirements were doubled, which brought about a much desired reduction in numbers, but as a compensation a better average quality of student. At present, while in equipment and income, our college ranks fourth in the United States, in student numbers we lead with the largest enrollment of any state veterinary school in existence. Our students have come from Maine, from Oregon, from Minnesota and from Texas, a smaller number from South America, our island possessions and European countries. I think we can say without undue egotism that no college of our University is more widely known and better recognized.

I think it is generally agreed that an educational institution cannot be judged entirely by the number of its students. The best criterion in this regard is the product of the college — its alumni,

where they are and what they are doing. In this connection the following statistics, which are up to date, are of interest:

Of the 438 living alumni of our college of veterinary medicine, about 51 per cent have remained in the State of Ohio. The remaining 49 per cent are widely scattered over the United States and a few reside in foreign countries.

Total number in practice, 237 (54%); total number in state sanitary work, 38 (8%); total number in municipal sanitary work, 16 (3%); total number in teaching and research work, 30 (6%); total number in U. S. Bureau of Animal Industry, 97 (22%); total number in Philippine service, 7 (12%); total number in United States Army, 3 (.5%); total number students of human medicine, 3 (.5%); total number miscellaneous, 7 (1½%)—438.

In Ohio: Total number in practice, 166 (75%); total number in State sanitary work, 17 (7.5%); total number in municipal sanitary work, 12 (5%); total number teaching, 6 (2.5%); total number in U. S. Bureau of Animal Industry, 11 (5%); total number students of human medicine, 3 (1%); total number miscellaneous, 5 (2%)—220.

Outside of Ohio: Total number in practice, 71 (33%); total number in U. S. Bureau of Animal Industry, 86 (39%); total number in State sanitary work, 21 (9%); total number in Philippine service 7 (3%); total number in municipal sanitary work, 4 (2%); total number in teaching and research work, 24 (11%); total number in United States Army, 3 (1.5%); total number miscellaneous, 2 (.9%).

The tables just read show: First, to repeat in part, that more than one-half (51%) yet remain in Ohio, where they have entered every field and phase of veterinary work. Of these fifty-one per cent, 75% are engaged in routine veterinary practice. Of the forty-nine per cent who have gone outside Ohio over two-thirds (67%) are employed on salary, leaving but one-third (33%) in practice. Of the total number of graduates over half (54%) are practitioners, nearly tweny per cent teachers and sanitary officers (not including the Federal service), and twenty-two per cent serving the government as veterinary inspectors. Only ten (6.5%) of all the graduates have entered other fields. Of these ten, three are students of human medicine in Ohio medical colleges for which course their training in veterinary medicine formed a valuable contribution. Of the remaining seven, one is a druggist, one an ex-lieutenant of Philippine constabulary, two have become entirely lost from our knowledge, and last, but far from least, one is a prominent lawyer in a western state.

As all true education is a progressive process, veterinary education, to endure, must conform to this truth. No educational institution can "stand still." It must either go forward or go backward. To attain efficiency there must be progress, and progress for any institution of learning means the development of its faculty, the extension and intensification of its courses of study and an increase in the physical plant. No college or university has or ever will attain perfection in these regards. There will always be incompleteness in the physical side and imperfections in the scholastic. Were this not true university life would be robbed of its most attractive features, continual growth and development. Who wants to see the University of Utopia?

Notwithstanding the wisest leadership and the best directed effort the college of veterinary medicine at Ohio State can never reach a development which is ultimate. The shores of Utopia will ever lie beyond the horizon. New demands will constantly be made upon the college, demands not from within but from without. The problems of the practitioner, teacher, sanitary officer or experimentalist are constantly increasing and these problems must eventually find their solution. Many of them are being solved. The new knowledge relating to the profession, especially where productive scholarship has been attained, crowds our literature. While much of it may be abstract, a great deal more can be applied to the concrete problems of every day practice. The veterinarian, therefore, to maintain his status as an efficient member of society must be a student adding continuously to his knowledge and power. For advice and guidance not always obtainable from books and periodicals, he naturally turns to his alma mater. She should stand ever ready to aid him. Obviously, therefore, an efficient veterinary school should be prepared to meet the demand for advanced as well as routine knowledge. This service cannot be given effectually by an educational institution whose equipment permits of little beyond teaching under-graduates underlying principles. Consequently there must be an increasing endowment to provide facilities to meet these demands which do not come from the school at all but in their final analysis from society at large.

In this spirit we hope some day to press forward. By raising our entrance requirements, lengthening our course of study, adding men of reputation to our faculty, and by increasing our material facilities, we hope to see research go hand in hand with routine teaching — progressive scholarships with unrelenting pedagogy. If we fail to bring about this realization our efforts will have been naught and our work a desinal failure.

In a State as rich as Ohio, with live stock interests aggregating $225,000,000, and in a country owning $5,000,000,000 worth of live stock, there is no reason why our veterinary college should drop from the high place it now occupies to a more mediocre position. To keep it where it belongs is not only the business of its faculty, resident of board of trustees, but of the people of the State and nation in whose interest it was established.

College of Pharmacy

GEORGE B. KAUFMANN

THE COLLEGE OF PHARMACY is the direct result of the enactment by the legislature of the pharmacy law, which created the board of pharmacy and required of every person desiring to practice pharmacy in this State, a certain qualification to be evidenced by passing an examination before this board.

The year following the passage of this act, Professor Sidney A. Norton found in his classes students wishing to prepare for an examination by the board of pharmacy. Recognizing an obligation on the part of the State, he went to President Scott, and through his efforts, a lecturer was provided and for a year or more, three lectures a week were given as an adjunct to the department of chemistry.

The following year, again through the effort of Professor Norton, it was decided to establish a school of pharmacy, and to use the words of President Scott in a circular distributed at that time, the reason is given: "In order that the University may fulfill its obligation to supply every reasonable demand for the means of higher instruction, the trustees have decided to open a school of pharmacy at the beginning of the next college year."

This was in 1883. At that time there was no division into colleges and for some years thereafter the school of pharmacy was continued as a mere adjunct to the department of chemistry.

That the demand for such instruction was actual and has been reasonably met, is evidenced in the history of the school. Small in its beginning, it has steadily grown and is still growing.

In the many years of its existence, the number of students enrolled has shown a steady increase, excepting for but two years, and in these two years, there was no retrogression, but the school simply held its own.

In the early days this school confronted a condition which seemed almost impossible to override.

There was at that time in the State of Ohio, seven so-called schools of pharmacy, and on the border in neighboring states there were four more. All of these schools were what are spoken of as "old line" schools. Their instruction was given at the convenience of the student, mostly at night and two or three days a week. They had no requirements for admission beyond the dollars to pay the required fees.

The college of pharmacy of the Ohio State University was the first to require any basic qualifications whatever for admission. True it is, that these requirements were low and what we would today laugh at. Nevertheless, they were far and away from anything required in institutions professing to give instruction along these lines.

The stiffness as to requirements was the chief cause of the slow progress of this school, but we are here for the real purpose of instruction and not dependent on tuition fees for existence.

Gradually conditions have changed, and the wisdom of the position early taken, has been well shown.

With becoming pride, we can assert that the college of pharmacy of Ohio State University was early in its adoption and has been most steadfast in the requirement of some foundation upon which to build a higher pharmaceutical education. At that time there was but one institution in all this

country which held to anything like a preliminary education for entrance or basis upon which to build a technical education. We concede to the University of Michigan the initiative and we right here wish to give credit to Professor A. B. Prescott the honor of having placed education in Pharmacy in the position where it belongs.

To come to the history of this college of pharmacy: It was established as before stated, and for many years slowly progressed, the slow progress being entirely due to the high standards (comparatively speaking) before mentioned. Each year would show an increase in the number of students and each year did show a greater respect for the college of pharmacy of Ohio State University among pharmacists and other colleges of pharmacy in this country.

With becoming modesty, we may say that we have attained a reputation and position among the colleges of pharmacy in the United States second to none. During all these years, we have had more than seven hundred students registered in the college. There have been granted certificates and diplomas to the number of two hundred and sixty-eight. Now you may ask what has become of the other four hundred. We have not had a greater number of fatalities in the college of pharmacy than is common to other colleges. Conditions are entirely different. The board of pharmacy holds several examinations during the year. A great many students who enter our course (and this is true particularly of the earlier years, but not so much at the present time), have come to "brush up," as they say, in order that they may pass the state board examination. When an examination by the state board comes along, numbers of our students go; they are successful; they have met their desire and leave us. That accounts for the large number who have no degree or certificate. This is true almost wholly of the short course, and I am glad to say that this condition has almost passed. After the enactment of the pure food and drugs law in 1906, making the United States Pharmacopoeia the standard for strength and purity of drugs and medicines, there was necessitated higher qualifications on the part of those desiring to practice Pharmacy.

The mere passing of an examination before the state board was not sufficient to meet the demands and requirements of trade. Hence we have no longer this condition to meet.

The adoption of the U. S. P. as a standard requires a higher scientific training, and what passed ten years ago does not do today. This is perhaps the main cause of the increased popularity of the long course in the college, and as its requirements and restrictions are added to, it means further popularity for the long course.

It may be interesting to tell you that during the years of existence of the college there have been granted 268 certificates and degrees. Of this total eight are dead; of the remaining, 7 per cent have drifted off into occupations in which the technical knowledge they gained in this college can hardly be of any practical use. The remaining 93 per cent are using every day in their business or calling the knowledge they gained with us.

It seems to me that this proportion shows that the students who come to this college come with a knowledge of what they want and that we have been able to give them some help, and that we have a real reason to exist. To further show where our people are, will say that over 71 per cent are practicing pharmacists today. Many of them, if not almost all, are proprietors and prosperous; 9.7 per cent are practicing physicians, and in this connection we might digress enough to say that it is generally conceded that a course in pharmacy is the best possible ground-work for a course in medicine; 3.5 per cent are teachers in universities, colleges of pharmacy and high schools; 8.5 per cent are chemists. Now these chemists may be distributed: some are commercial chemists and are doing well; we have representatives in the government service and we point with some pride to the fact that in the government stores at the chief points of import, viz., New York and Chicago, the testing of foods and drugs is in the hands of graduates of Ohio State University. Also we may with some pride assert that during the building of the Panama Canal and at the present time while it is being put into operation, in the department of subsistence, graduates of the college of pharmacy of Ohio State University are in charge of the food and medical supply of the government employes in the canal zone.

We have also representatives in the hospital service of the United States Army. It is also with some pride that we can say that through our members certain reforms have come to the hospital service of the army.

Now, I could go on for some length in this vein, but this occasion was held out as an opportunity to tell what is wanted for the college and

department. Were I to tell you all of what is wanted, it would make you very tired, but briefly I can say "more room." We have at the present time about one hundred students doing work, and if you please, the major part of their work in the college. We are limited as to space; the equipment is reasonable; but if we are to take care of the normal growth of the school, it will very shortly be wholly inadequate. These are general statements and come to you from all other departments of the University, but there is one thing which is especially wanted, and while it belongs mainly to the college of pharmacy, also belongs to the University. What we want and what we should have for the use of the University but in control of and operated by the college of pharmacy is a dispensary and emergency room. If you will stop to think a moment you will know that there are every day on this campus and in the buildings located thereon, from three thousand to four thousand people. Now think, this is the population of a county seat town. Among that number there must occur frequently faults of one sort and another. Most of these are working in laboratories where machinery is in operation and where chemicals are being used. Minor accidents are of almost hourly occurrence. In the college of pharmacy it is unusual to pass a day without one, or half-dozen or more persons coming to be treated in emergency for one thing or another; some a physiological defect; often an acid burn or an alkali burn; a glass tube run through the palm of a hand; an arm cut with a broken flask; a finger pinched in a cog; as it is in town when anybody is taken by sudden illness or by accident, he is carried into the drug store, so it happens here, and thus every day we are called on for first aid or emergency treatment. We have no adequate provision for that sort of thing and it should be provided.

Please understand I am not asking for the college of pharmacy; we are ready to give the service; we have the experts, but we have not the facilities; we do the best we can with what we have. Up to date we have been quite fortunate, but it is not right that the number of people about us are not more fully protected in this matter. Therefore, in asking this, or trying to impress it upon your thought, please remember it is not for the college of pharmacy but the service to the University which the college of pharmacy can render that we are asking.

Women in the University

CAROLINE M. BREYFOGLE

THE OHIO STATE UNIVERSITY is committed to co-education; but through the sympathy and faith in women on the part of the President and board of trustees, it is in reality co-education. Everything in all the class rooms is open to women as well as men.

The first problem we have and the most important is our housing problem. In 1900 we had 239 women. That is the first year the count of women was given. In 1905 we had 314 women; in 1910 we had reached 809; in 1911, 877; in 1912, 921; in 1913, 1,040.

Now, as rapid an increase in the number of women as that seems to have been, as a matter of fact we have not held our own in proportion to the whole body of students. For example, in 1900 17 per cent were women. In 1910 we reached the largest per cent, 28.8. In 1911 we were reduced to 28.7 per cent. In 1912 28.1 per cent of the students were women. This year only 28 per cent are women. So since 1910 we have practically lost .8 per cent.

Now in the housing proposition, we have had during the winter quarter 881 women, 403 of these are city girls, 36 of them living at their homes and come to college by means of traction lines, 20 live with friends, and 17 are working their way through college by working for their room and board, making 510 who are cared for, or 57 per cent.

Dormitory facilities: At Oxley Hall we accommodate 63; at the Annex 10 more; at St. Hilda's 16; Alpha Phi accommodates 9, and Newman Club—it does not call itself a club—accommodates 10.

Now that totals 107, or 12.1 per cent. That is, of the whole number of women in the college only 12.1 per cent are cared for in this way. We

have a number of women in houses accommodating three students or over. We have 126 women in 21 different houses, averaging six to a house. The number of women in houses accommodating less than three, most of them scattered, one or two in a house. We have 138 women in 99 different houses—that is, we have 120 houses with 264 women in them, 30 per cent of the women living in this way—out of town women. Now of this number there are 200 that I know of who skirmish for their meals.

In Oxley Hall there will be nine vacancies next year, and we have 80 or 90 applicants and more coming in every day, and parents saying that they will allow their daughters to come if they can secure accommodations in Oxley Hall.

In this housing problem I try to treat everything in relation to the women—the needs of the women in relation to the whole university. First, the lack of university dormitories. Responsibility to no one. It is very difficult to make sanitary inspection. They are crowded, ill ventilated, inadequately heated, and sometimes lacking of hot water for bathing facilities. These 200 who live in these houses and go out for their meals, sometimes they eat irregular meals at irregular hours and illy nourished I think, from the numbers that have to withdraw on account of ill health. That there are those now in a nervous state is proved every day from women coming into my office. I am sure you will believe me when I say a large part of the nervousness and break-downs are due to inadequate housing. It is a menace to students because women are living in comparative isolation, 30 per cent gleaning only the benefits of the class room, or, if less fortunate, living in the lodging houses they suffer an absolute loss in refinement and standards of behavior. When I see the fine things for refinement and character that is exerted every year on the women students at Oxley Hall, I can understand how effective that is in developing in our women the right standards of home life. This influence of refinement is necessary for women, for that is no less another college course than instruction in the college studies. The University owes that duty to the student. It has no right to bring women here unless it does what it can to insure living quarters healthful, socially desirable and morally safe. The University is not a teaching machine. it is a community of faculty and students, and it is bound to the state, it seems to me, by every moral obligation in the life of a woman.

Now, an appreciation of this is shown in many ways. First, in the decrease of women students attending the University. I think this decrease is due to the fact that we have no university dormitories in which to house our women. Parents hesitate to send their daughters because they can't be taken care of. I don't believe any man here would send his daughter away from home—to Columbus—send a young girl just out of high school to live here and take her meals at cafeterias and restaurants, and expect her to get the highest standards of refinement out of the college course.

Now it shows to you the fact that we are turning from our doors many women who would do credit to our university, and that we are failing of our usefulness to the residents of the state outside of Columbus, and we are causing ourselves to be an object of reproach in the eyes of neighboring colleges. The women of this university have become quite impatient about the unfair comparison made between some of the neighboring universities and the Ohio State University to the disadvantage of this university. We need first of all dormitories. We need college dormitories where the women can have about them all the beautiful home influences or receive all the beautiful home influences, and where they can have good food at the table and most reasonable rates, and where there will be social rooms and a place where the women can have their dances. We need also a chain of houses. I asked last year if we could take the last remaining house upon the campus, Dr. Denny's —if we might have that house fixed over and an addition made to it, which would cost about two thousand dollars, I asked if we might have that as an annex to Oxley Hall. They have more rooms for table boarders there than they can accommodate, and it has not been deemed wise, at least this permission has not been given. Today I asked this association for one of two things. We want a chain of houses for this university on Eleventh avenue in the vicinity of the university where we could get a woman in our own economics department like Mrs. ——— and whom we might place in charge of one of these houses for the dining room. Or, I might ask this: take this house on the ground, turn it into a building for fifteen or sixteen people, and then ask the legislature to build this chain of houses. I am in a position of the person trying to make bricks without straw.

What I would like to have the legislature do is to give me money to get this chain of houses or

help in some other form. Another thing I would ask for. I would like a new infirmary here. We have two women at the present time—two girls in the hospital in the city. Neither can afford to be in a hospital for any length of time. It seems to me it is important for both men and women.

We have two other things, one the Home Economics. I don't think I need to say anything about that. They have 286 registered in Home Economics; 489 electing courses in economics. The need for more room is imperative. 489 women studying Home Economics. It is as large as the law school, pharmacy and veterinary departments combined.

There is another thing, and that is the Gymnasium. There are three purposes for the Gymnasium for women. One is the discovery and correction of physical defects. The second is to prevent the impairment of their health during college life. The third is to give them rational habits of life and the right ideal of physical health.

Now, in our gymnasium activity. We are really dependent upon high schools to discover and correct these physical defects women might have. There is a good deal done to prevent impairment of health in the college course. I had two girls come into my office today, both lapsing in their work but both working hard; they are in a high state of nervous strain. I said to them, "Are you doing your gymnasium work?" They said, "Yes, it is the only blessing we have. I do not know what would happen to us if we did not have that gymnasium work.' '

Now in the way of developing positive ideals. We have lectures in hygiene.

Now what is our gymnasium suffering from? From a lack of room. It has an armory. It has a great big bare room, never made for a woman's gymnasium. There are so many interests housed there that it is unsatisfactory for the women. The increase of students is so great that a considerable per cent. of students have to defer their exercise. There are four girls to a locker. When they undress for gymnasium work they lay their clothes around the swimming pool. The dressing rooms are overcrowded. There is not only danger of contagion, but it has actually happened.

This gymnasium is for the men. We want a new gymnasium for the women. It is no place for women. We would like to have a field for sports. Perhaps we might get that without any appropriation.

The Graduate School

WILLIAM McPHERSON, '87

IN ORDER THAT we may intelligently discuss the present status and the needs of the graduate school of our University, it is necessary for us, first to consider the more general question as to what is today the recognized position of the graduate school in the American university? In the discussion of this question we must keep in mind the intimate relation existing between the work of the graduate school on the one hand and research work or productive scholarship on the other. The two are inseparably bound together.

What then is the position of the graduate school in the American university? Permit me to answer this question by quotations from leaders of thought in the educational world. I quote first from President Sherman of Cornell University: "The future of the American university is with the graduate school or the department of research. It is by the enlargement of human knowledge that progress in civilization and improvements in the life and conditions of mankind are rendered possible. These two, the scientist, with his fruitful experiments, the scholar with his practical research, are the seers and accredited leaders of mankind in this twentieth century." I quote from President Vincent of the University of Minnesota: "A true university can exist only where a group of investigators in the chief departments of arts and sciences are at work on the frontiers of knowledge." I quote from Professor Allen: "It must be kept in mind that the University has two great general functions: first, the creation; second, the dissemination of knowledge. I put the creation of knowledge first in importance." I quote from Dean Ward of the University of Illinois: "Whatever private institutions may do, the State has no choice. The men who are its teachers must also be its investigators and

must contribute their share to the extension of knowledge."

If I had the time I might continue with quotations to the same purport from practically all of the great educators of the present day. An institution that devotes its energies entirely to the dissemination of knowledge may be a very useful institution and a power for good in the community, but whatever such an institution is, it is not a university, and to call it such does not make it so. There is no such thing in this country as an exclusively teaching university.

Moreover, the standing of a university today depends largely upon the standing of its graduate school. Group the great universities of our country in the order of their reputation and you will have them grouped largely in the order of the development of their graduate work. In fact a strong graduate school is the principal prerequisite for admission to some of the most reputable educational university associations.

And now, what about our own graduate school? It is true that our own university has so far been primarily a teaching institution. This has been due, somewhat to a lack of appreciation of the value of productive scholarship and research work, but also to the conditions imposed upon the University. The income in the main has been sufficient to provide only for the adequate instruction of the rapidly increasing number of undergraduate students. It must not be inferred, however, that the University has done nothing in the way of productive scholarship. In fact, the annual list of publications of the members of the instructing corps proves that a considerable amount of such work is being done. Nevertheless, if the University is to take its place with the large state universities, more adequate provision must be made for the development of graduate work. This does not mean that the University should become less of a teaching institution than at present, but that additional resources must be provided for the furtherance of the higher work of the University. Situated in a State which possesses a comparatively large number of colleges, which, with few exceptions, make no pretense whatever of carrying on graduate work, it is the duty of the University to make adequate provisions for the rapidly increasing number of the graduates of these colleges who are desirous of continuing their educational training.

Moreover, the colleges of this state are looking to this University, as they have a right to look, to build up here on this campus, a graduate school that is commensurate with the resources of the state. I wish that I might have the time to quote letters which show the attitude of the colleges of the State toward the University in this respect. I have time simply to quote from one and I select this particular one because it is brief and because it is from a leader among college presidents and one for whose judgment the educational world has the highest respect; namely, President Henry Churchill King, of Oberlin College.

It is true that graduates of our colleges have in the past been compelled to go to other states for their graduate work, and I may add that they are still largely doing so. What has been the result? Well, one result has been that Ohio has lost more than one-half of the great scholars it has produced. A prominent writer who has investigated this general question says in reference to our own State that Ohio has lost two-thirds of its better men and one-third of its more mediocre men and the reason is, he adds, that the State has not provided for its scientific men and has provided less adequately for the better men than for those who are not so good.

Now, as to the vital question, what does the University need in order to build up its graduate school? Well, we need books, and we need apparatus, but there are universities less adequately equipped with both than we, and yet are doing much more in the way of productive scholarship. We need a system of fellowships, and thanks to President Thompson, we are to make a start along this line next year. But after all, it is not books or apparatus, as important and necessary as they are, that are the most potent factors in the development of the graduate school. What we need is an increase in our instructional force so that the men in our faculties may have ample time to develop the higher work of the institution. Moreover, great care should be taken in our selection of new men to see that they are men who are not simply teachers, but that they are adequately equipped to take their part in the development of the higher work of the university.

In conclusion, I wish to quote a paragraph from the report of a committee appointed by the faculty of Cornell University to consider the general subject of a graduate school: "In the opinion of your committee one of the most effective means of strengthening the graduate school, and at the same time maintaining a high standard of undergraduate teaching, is for the members of this faculty to use their influence, both individually and as a body to

encourage scholarly work among all members of the instructing staff. Let it be understood that each member of our staff is expected to contribute in some way to the advancement of knowledge, and not merely to teach what he has received from others. If there are any who are overburdened with routine teaching, the load should be lightened to such an extent as to make research possible. Whenever it is practicable, each member of the staff should be given the opportunity of taking part to some extent in advanced teaching as well as the elementary work. Most important of all, recommendations for appointment or advancement should usually be determined not merely by success in teaching or in administrative work, but largely by ability and activity in scholarly work."

In other words, if we are to have a graduate school, commensurate with the resources of our State, we must have, not only ample equipment, but we must cultivate and encourage in every possible way a spirit for scholarly work and investigations. This spirit must pervade the entire atmosphere of the University; it must be contagious so that every member of the instructional force will be influenced by it to do better work. My plea to you, fellow alumni, is to interest yourselves in the scholarly work of the University. When you return to the campus or when you meet elsewhere our worthy President or members of the faculties do not let your main inquiry be, "How many new buildings have you, and what is the increase in the number of students, or what is the football score?" These are questions in which you are naturally interested, but don't stop there. Figure also as to what the University is doing in the way of productive scholarship. Ask if the work of the University is being made more efficient; is the efficiency maintained notwithstanding the increase in attendance; what researches are being carried out; who are the men that are spending their days and nights in the laboratories and libraries developing the higher work of the University; is such work being encouraged and rewarded by promotion?" These, it seems to me, are the vital questions and they are the questions in which the G. S. is interested.

The College of Medicine

DR. W. J. MEANS

I CERTAINLY APPRECIATE the honor of having the pleasure of speaking for the college of medicine. I could only, perhaps, have a higher appreciation of the honor of being with you if I had the privilege of being an alumnus of the Ohio State University.

In the short time that is given me I shall try to limit my remarks to some of the interesting things connected with Ohio Starling-Medical College, not a discussion of the medical problems that are before the state university or before the country today. Some of you are, perhaps, aware that the Starling-Ohio Medical College, through its antecedents, has continuity of college life that leads back thirty years. It began with the department of medicine of Willoughby University in 1884, and then as the Willoughby College in Columbus in 1886. Then it became the Starling Medical College, which remained the Starling Medical College until 1907, when it was amalgamated with Ohio State University.

In the meantime there was organized in 1875 a college called the Columbus College of Medicine, and it was merged with Starling Medical college in 1902, and then in 1907 the Ohio medical forces joined and became the Starling-Ohio Medical College.

In this continuity of college life over five thousand men have been graduated as doctors and dentists. You understand, in the Ohio Medical University, we had three departments, medicine, dentistry and pharmacy, and so in the Starling-Ohio Medical College. As I suggested, over five thousand men have been graduated from these institutions, and we today have an alumni list to whom we send periodicals of almost three thousand doctors and dentists who live throughout the country, but mainly in Ohio.

I mention this to impress you with the thought of this large body of men who are loyal to men and education and who are alumni of the Starling-Ohio Medical College.

From a material standpoint the Starling-Ohio Medical College did not come to the state poor. It came to the state with a physical property that is hard to value. Perhaps some of you don't know that that corner square and St. Francis Hospital belong, or did belong, to the Starling-Ohio Medical College without any reversionary to it. It belongs to the medical college, and therefore belongs to the Ohio State University or the State of Ohio. It is scarcely possible to make a full valuation of this property as a teaching unit in medical education. It has added in the hospital some 150 beds that form one of the units of our—well, it is the clinical laboratory, one of the great laboratories of our college.

We had property on Park street, known as the Ohio Medical University, that cost over $85,000 to build it, and there, too, we have an equipped hospital that makes it a very valuable asset. It has only been because of these two hospitals that we have been able to maintain the standard that we have in medical education.

Now, further, we do not come to the Ohio State University begging money today. We have no trouble that way gentlemen, so don't get scared until I call upon you for something. We have the pleasure of making our budget, which is in the hands of the President, that amounts to $75,000 for this coming year. We make it out of our own funds. We give you the money and let you appropriate it so long as you appropriate it to medical education. That will not last. I am only giving you that for the present time to show you that, from a material standpoint, the college of medicine has come to the State University with property conditions that are not mean in their proportion.

Now, from a domestic standpoint. The Starling-Ohio Medical College today is mature, comes to you with character, a character that I think, you will pardon me for suggesting, is not lower from an educational standpoint than any other college in the State University. We stand among the first twenty-eight colleges of the United States. (Applause). Who belongs to this list? We start in the East with Harvard, with Yale, with Cornell, Philadelphia, with Hopkins, the University of Pennsylvania, Jefferson University, now Pittsburg University, and in our own state, with Western Reserve, the University of Cincinnati; in the West, the University of Michigan, the University of Minnesota, and I might go on and name a few more, but you will understand that there are only about twenty-eight colleges that are qualified A plus.

I know you will pardon me when I take this oportunity of speaking of *your* college of medicine when I can say to you that we have no apologies to make for our standing.

Now what has brought this about? It has been brought about by a qualified faculty. Not from endowments. Not a dollar has been given to this Starling Medical College. The income has been entirely from its own organization and by the zeal and by the loyalty and efficiency of the faculty. This position has been obtained and maintained in the medical education of the world, and we will maintain it another year, as I said, just from the resources that we have.

You can appreciate then, gentlemen, coming here for the first time representing the college of medicine, my position, the appreciation I have of this. If I had come to you with less, I would not have spoken as freely as I have.

Now, if you ask me what of the future, I think it is better, perhaps, that I shall not enter upon the visions that I have for the future of medical education in the Ohio State University. They are so large and so broad that I am afraid they would overshadow—not Prof. Denny's college of arts, philosophy and science, because we want that as the bulwark on which we build, not professionally, but so we will join hands with him in getting all the appropriations we can for his department. We stand purely a professional school, and I trust that within two years at least we will have so closely joined hands with the arts course that we will have two years of pre-medical education in the university.

I shall not speak here nor enter into the question as to whether we will have two degrees in the six years. That is for the future. But nevertheless six years, I shall demand one year of college work. We will, perhaps, not have as many students as we have had in the past, but from the present outlook, I look for a good number in our freshmen class. Last year we enrolled some 115 from high schools, and that has been reduced until we only have 95. But we have a student body of 275 in the medical college and in the dental college more, making a total enrollment of probably 375 students.

I shall not enter into the function of the state as to its duty in teaching medicine, for I believe that would take a whole evening to discuss, but I want to give you one vision that I have. I trust that it will not be very long, it should not be more than one or two years, until all these eleemosynary institutions centered in and around Columbus should be teaching units of the college of medicine of the state university. Today we use two or three of them. But so far there has been too much politics, perhaps. But as it stands now the state board of health is on the university campus, and that will be made a part of the college of medicine in a short time. The good that college of medicine can do for the people will be developed.

The College of Dentistry

DR. H. M. SEMANS

IT SEEMS TO ME that six times four are twenty-four. I think I can get away with what I have to say in about four minutes, too.

The first thing and most important question that has arisen in the minds of many people when the question came up, would there be two new departments in the University, the college of medicine and the college of dentistry, why the college of dentistry? The State of Ohio requires that every practitioner of dentistry shall have three years' college work. That is required in the State of Ohio and every state in the United States but two, and in those two states for the past six years but probably scarce half-dozen has been able to pass the examination. In all civilized countries, probably all in Europe, including the colonies of Great Britain, and many of the countries of South America, that same requirement is exacted before they can apply for admission to take the medical examination. So you see it is absolutely necessary that there should be properly a college of dentistry.

Ten years ago the world was wide open—the states wide open—probably six colleges of dentistry in the United States: the University of Harvard, the University of Pennsylvania Ann Arbor, Northwestern, Minnesota and Iowa Today there are over twenty. That will answer the question as to why a college of dentistry.

A word or two about the College. I require a fifteen unit entrance. That will take care of that situation. As to our college of dentistry, we have graduated close to 700 out of 3,000 graduates of the Starling Medical University. We have 510 who are practicing in Ohio, one-sixth of that political force which might augment the force of this institution. There are one or more graduates in every county in the state with but one excepttion.

Now as to our student body, what kind of proofs you might show. I will give one illustration. In the medical service of the United States army they have a dental corps requiring 65 men. It is necessary to select these men for field service in the medical service of the United States army. Fourteen of those 48 are graduates of the Starling Medical College and Ohio Medical University. That is by competition and exceedingly strong examination. There is but one other college in the United States that has more than four, and I believe that is the University of Michigan. We present the situation of 14 out of 48. That speaks as to the efficiency of the students in the past.

We intend for the future in order to fulfill the usefulness of the college of dentistry that that efficiency shall remain.

As to our faculty, we have a splendid body there, a small, earnest working, self-sacrificing corps of men. Several of them have been in the past and are now members of the University in some of the scientific departments. We have men in the medical department who, in a way, require an entirely separate education. The other men are men who are in active practice devoting, of course, a certain amount of time in college work. In our faculty men are greatly in demand—constantly in demand for faculty work—giving up a great deal of time, sacrificing his office work for college work to fulfill his work in that direction.

We have had the chairmanship of the general textbook commission. We have now the first vice-presidency of the American Institute.

It is our desire and it will be our pleasure to make this efficiency that we are bound to get from a close association with the Ohio State University and go on with our work. (Applause).

State Support of Higher Education

CHARLES W. BURKETT, '95

(Editor American Agriculturist)

IN ROUND NUMBERS, from all sources in the income, the more important colleges and universities growing out of the land grant act of 1862 are financially supported about as follows: California, $2,200,000; Illinois, $2,650,000; Minnesota, $1,750,000; New York, $3,100,000; Wisconsin, $2,650,000, and Ohio, $800,000. Not one single citizen of Ohio believes his State one whit less interested in higher education than the States just named.

Yet, confronted with the cold facts, the much younger State of Minnesota appropriates twice as much as the great State of Ohio whose citizens take such joy in boasting of its wealth and of its adherence to the fundamental principles of education and character. California, Illinois and Wisconsin make annual appropriations to their State University, three times as large as Ohio and New York in annual income quadruples what is available for our own University of Ohio. Even Missouri, a great State to be sure, but not to be compared with Ohio in wealth and number of people, overtops us by nearly a quarter of a million. And Massachusetts, with a college of agriculture at Amherst and a college of engineering at Boston seeks to meet the needs of her people to the tune of $1,200,000 a year.

In mentioning these States, my thought has been to select such as every honest observer would insist as being fair and just, because Ohio naturally is reckoned as being in that class so far as her State university is concerned. And these also are the States in which the scheme of educational development is of the same character and intent as our own.

In many of our States, two State institutions have been evolved—the State university located in one part of the State; and the State agricultural and mechanical college at another point. Examples of this type are Kansas, Pennsylvania, Texas, Oregon, Michigan and Washington. Recent appropriations to the agricultural and mechanical colleges of these States are as follows: Kansas, $700,000; Pennsylvania, $780,000; Texas, $680,000; Oregon, $660,000; Michigan, $560,000, and Washington, $450,000. These figures apply only to agricultural and mechanical education. In addition there is in most cases an equal sum, often a great deal more, to the other arm of higher education in each State.

But just think of the situation a moment. Pennsylvania gives her State agricultural and mechanical college almost the same appropriation that Ohio gives to all the classes of instruction involved in higher education. The Texas agricultural college, Michigan agricultural college, Oregon agricultural college—all receive appropriations only slightly less than Ohio. In other words Ohio is a university with the income of a mere A & M college. It's absurd.

From the standpoint of income, Ohio State University is a boy in knee pants running a newspaper. The boy can run the paper all right, but it's just a matter of a little time until the subscription list can be handled by a single clerk and the advertising patronage has disappeared. I do not mean by this comparison to say that the student rolls of Ohio State University will diminish or that new buildings will not be provided—not that: but that in comparison with other States Ohio will be relegated to a second place.

Once, Ohio State enjoyed the proud distinction of possessing the imperial agricultural college of this hemisphere. Alas! that distinction no longer holds. Small salaries paid to a once superior agricultural college faculty have driven many splendid teachers to other lines of work or to other institutions where the character of their attainments has been more highly appreciated.

In recent years not only the college of agriculture, but the entire university has been a training school for teachers in other institutions. Were such a custom to prevail in commercial, industrial or other kinds of human activity the institutions would be wrecked in short order.

In the agricultural college as in some of the other colleges of the University, we have some men comparable with the best in the land; but what expectancy have we that these superior instructors will be here a year hence? If they do remain, in many cases it will be because of personal financial sacrifice. In filling vacancies, in securing new assistants, what show has any college of this university to meet competition with the stipend set aside for the purpose? What show other than to secure an untrained teacher just graduating, and without experience as a research worker or instructor.

I cannot speak for many of our alumni but I do know that great dissatisfaction has existed among the undergraduate body as to some of the instruction provided. As trustees of the larger university, alumni must ever be on the alert to raise higher and higher the character of the instruction offered, and to see that our student successors may better meet the loftiest ideals of mind attainments.

Don't judge me as referring to the college of agriculture only. Not long ago the New York alumni were talking over just these points. The nature of the discussion was a severe arraignment of the character of the instruction at Ohio State. And yet that body of alumni is one of the most loyal this institution has. These men come in contact with alumni from many other institutions and it does not take long to absorb the spirit that these other men give out; and the contrast is not gloriously to the credit of Ohio State.

And some of these Ohio State alumni in New York are pretty keen and clever fellows. But—not many of these New York alumni intend to send their sons and daughters back to the mother that gave them intellectual birth. I fancy that Ohio State will survive this but it symptoms a condition that ought not to exist.

I come in contact with many men. Some of them are concerned with the world's big affairs. I have often been surprised at the grasp that some of these men have of lines of work that I never dreamed they had even thought about. Some of them are keenly interested in the problems of agriculture that confront us today. They often discuss what agricultural colleges are doing—but friends, they know what Wisconsin and Minnesota, and Missouri and Kansas, and New York and North Carolina and Georgia are doing, they know even of the work of some of the teachers, but of Ohio—no.

No sooner does a man begin to have his name sounded outside of his State, when lo, he departs and his fame goes with him, and later he bursts into flower, but the perfume and the beauty of his work is shed elsewhere than in the fields, from out of which his nourishment was drawn.

I plead then today for a new spirit in the teaching force; for more teachers, for more good teachers; for more teachers who are more interested in their students than in their own work; for teachers that love the boys and girls under them, and who in turn deserve the respect and companionship and esteem and love of the students they are privileged to develop.

You sometimes wonder why more of the alumni and ex-students manifest so little interest in securing appropriations for faculty support. If each of you were to think for a moment how little some teachers give of their personality, of their friendship, of even the common courtesies of life to the students under them, you would find the key that unlocks this seeming mystery about whooping it up for bigger financial support for the university faculty.

There is just one power behind State appropriations—public opinion. The more the university talks about bigger salaries for the faculty, the tighter the legislators grasp the money bag. I don't say it is altogether a pleasure but it is one of my duties to deal with members of State and National Legislature. Some of them I know pretty well. I see them sometimes on their own battle grounds and frequently on my own. I was arguing just last April in a hotel room in this very city with a few friendly legislators about this very question of higher salaries for the university faculty.

We talked very plainly and frankly, and church language was not always used either. Said one legislator: "Now, honestly, ain't Thompson's faculty getting all they deserve? Why," he said, "I asked John ————, what he thought, when I was home last week; John, you know, was graduated from that college, and John said, 'Most of the faculty was a purty durned lazy set of fellers,' and I guess if that faculty was working at something else, don't care what, they'd about find out they was now gettin' more than they'd earn doing something else, and a durned sight more than any of the rest of us was gettin'." That legislator was an Ohio lawyer.

This quotation is of no consequence except to illustrate how public opinion feels outside of the university circles. Here was a graduate unintentionally furnishing the ammunition that a legislator wanted, and I'll warrant that incident was told to two or three dozen other legislators and each in turn told one equally sharp at the point.

If this problem of higher salaries for the faculty were in my hands and I was expected to handle it to get results for the company I represent, I would most certainly see that not one line appeared about it as having been inspired from within the inner university circles. So much has been said about higher salaries that nearly every taxpayer thinks that is all in which the faculty here is interested. The university, therefore, has the burden of this prejudice to bear.

It seems to me that this propaganda for higher salaries should cease. Keep this obstacle out of the foreground. There is no reason for this matter to be discussed in lectures over the State or in press reports. Get sufficient income for the University and salaries will rise where merit is deserving. The University is usually able to get a building, or buy land, or books or live stock. If this bugaboo of higher salaries were not always creeping into the discussions, there would not be so many legislators hunting up reasons as to why larger appropriations are not possible. I repeat, if this, what is to some an offense, were kept in the background, larger support would be given the university and salaries would in due place and in due time adjust themselves.

Support must come also from without the University. I dislike very much seeing our faculty mere commercial travelers for university business. There has been too much lobbying on the part of the instructional force for pet appropriations. Just a couple years ago I was called out here to help patch up a deplorable affair in the legislature. Certain members of the legislature were damming the University all up and down the line and threatened all sorts of things. It was an outside friend of the University that took it upon himself to handle this matter. Fortunately, these angry legislators quieted down and kept the peace.

It is easy to say that legislators are grafters or that they do not understand the university, or that they are lined up with other institutions, but that is begging the question. Our law makers, whether good or bad, learned or unlearned, ogres or Apollos, are nevertheless the chosen representatives of their constituents and they are human beings subject to the same frailties and suspicions and controlled by the same motives as any of us. Being the chosen representatives of the people they are the official superiors of the university and other state enterprises. They have the giving of much money or little money, as they choose.

At times our legislatures have been very niggardly in their treatment of the university, but as a rule, they have thought themselves reasonably fair and square, and if they have not bountifully supported the university, it is because they have been a bit suspicious or have felt that the university was trying to put something over on them. This is the truth of the case. It is up to the alumni to remove these suspicions.

I believe that if the political work for bigger appropriations were undertaken by organized action on the part of the alumni from without the university, a different state of affairs would obtain. I believe it perfectly right and proper that a frank and fair statement of the university's needs be given to the legislative committees by the trustees and the President, and by the individual Deans if requested, but with that statement before the committee there should be done little, if any lobbying. Not even should correspondence be conducted by the Secretary of the Alumni Association located at the University.

There should be more plain facts given members of the legislature before they ever reach the State House. There should be selected by some carefully chosen committee, one or more represntatives from each county of the state to talk over university matters and university needs with that legislator before he ever leaves home for his legislative duties.

There are many men in the state who are not alumni—have not even been students of the university, but who appreciate the work of the university and who will gladly join in this work if an organized campaign is undertaken and that man is requested to do his part. The state agricultural college at Cornell University never was strongly supported by state appropriations so long as the faculty only presented its needs to the legislature. But one year representatives of the different agricultural organizations got together and organized and they appeared before the legislature and procured appropriations for the rejuvenation and regeneration and upbuilding of the agricultural college. This same thing occurred in Illinois, Minne-

sota, Kansas, California, Pennsylvania, Georgia and North Carolina. Indeed, the states that have gone forward with generous appropriations have been blessed with organized work on the part of disinterested citizens of the state.

I feel that until this plan is conducted in Ohio, the necessary appropriations for the material development of this institution, for more money, for better salaries and for a better equipment will not result. I believe, on the other hand, that if at this meeting or at a time not far off, a committee of this association were appointed to take in charge this matter, and said committee to consist of men having no connection whatever with the university, such committee to be asked and empowered to provide a select list of the alumni and ex-students in each county, including also big broad-minded citizens who are interested in the university, and then as soon as the election has been held, this committee to card catalog the legislators elected, and on the cards place information as to each man, his likes and his dislikes, his occupation, his political alignment and various details of personal habits, whether he smokes or drinks or golfs or travels,—all personal details that can be obtained so that when the proper person sees him he can be approached in the proper way, and cultivated so that when in the proper frame of mind he can be told of the needs and requirements of this institution, the proper approach will have been made and nine out of ten will gladly give their support. This plan is not involved in guesswork. It is practical politics applied to a practical problem and it will not fail.

Another question arises in reference to appropriations is in respect to their nature. Shall the University ask for lump sums or particularize as to the needs? I am emphatically of the opinion that it is unwise and unfair for the university authorities to ask the legislature to give lump sums to the University and then allow the trustees to divide this money as they see fit. Were the University a private institution and the money given by a private donor, there could be no objection. But ours is a democracy. University support comes almost entirely from taxpayers. It is right that it be known beforehand for what every dollar appropriated is to be used. I keep my fingers pretty close on the pulse of public opinion. It is one of my duties to sense public opinion. I know that no appropriation is kindly received by taxpayers unless it is known the use to which the money is to be put.

Let the University frankly state its needs, whether for this kind of education or for that; whatever it be, let the university in making the request openly and frankly give the purpose and the amount wanted. There will be less opposition in granting it. The legislature and the people will be reasonably generous in appropriations for current necessities, for salary increases, for emergencies. Each will be reasonably liberal in providing reasonable limits for the play of the unmentionable requirements. But for the larger sums of university needs the people want to know, and they have a right to know for what purpose a requested appropriation is to be used.

There are, of course, many things besides the amount of money which the university has that ought to be considered. What influence is the State exerting to attract and hold first-class men in the faculty? Are the laws and regulations such that adequate salaries can be paid? What is being done to take care of aged or infirm teachers who have been long in the service of the university? What is the attitude of the State authorities toward opportunities? What is the attitude of the State authorities toward opportunities for advanced study, travel and bookwriting, and in participation in scientific associations? What is the State doing to encourage high and broad standards of scholarship among both students and faculty, and to create a right atmosphere for study and research at the university? To secure these things is equally important and here is where alumni can use their influence broadly to create the right public sentiment.

I need not say that possibly to some this outline may seem presumptuous; but personal criticism is something no longer of any real concern to me. What I have said today I have tried to show that if it may seem that our University is retarded because of want of income, it is not because Buckeye people are opposed to this institution, but because they are unacquainted with its needs. I have endeavored to point a way by which our past troubles may be overcome. It is the road over which have traveled all other western land grant universities in their journey to greater progress and success. I plead for alumni action, co-operation and enthusiasm for a greater University and a greater purpose.

Crumbs From the Banquet

Dr. W. O. Thompson—This institution has become so large and varied in its interests that a good many of our faculty are not aware of the activities on our campus. A great many students after graduation now become aware of how much of the University activities they never knew anything about. In other words, when a university becomes a community of four thousand students and two or three hundred teachers and the large number of activities thereof, when you read about them in the *Lantern*, for instance, you think this University is giving up its time and energy to mere superficial things that appear in the newspapers. As a matter of fact, there are a great many healthful classified activities going on among the members of the faculty and student body, enough to make a chapter that you would not have the patience and time to read. Our University has made a great deal of progress in this matter, and I am glad this first conference is not to be overburdened about this; but before another conference is held, I sincerely trust that the committee will have some arrangements by which there will be brought to the attention of the conference the achievements of a year, if only for a year, brought out in some systematic way so that we shall know from year to year the real progress the University is making. I am very hopeful about these things. It seems to me it is a matter of education on the part of our alumni and faculty, that we may know the many new things we are doing, and that intelligence ought to bring larger sympathy with all of the activities of the University, larger enthusiasm about these things. I think it may be said with truthfulness that the Ohio State University has not been over-advertised for the last twenty years; it has not been over-emphasized as to its virtues. I have sometimes thought we have over-emphasized what we regarded as a lack of our virtues. It certainly cannot be accused of excessive self-praise. We have not reached that stage. I am glad these conferences are not to take the form of congratulatory messages, but as reports of conditions, progress, purposes, hopes, and our desires, and if we can get ourselves thoroughly aroused upon these things, keeping in mind the aim of our University is for the betterment of the State, welfare of the student, and progress of the faculty, and increase of the strength of our institution. I think we shall get new encouragement every year and enthusiasm, and our University shall be much better, even though the legislature should never hear of us. There is such a thing as developing in ourselves and in our own hearts the profound conviction about the value and services of the University, and we can find here not only opportunity for seeing the record, but can congratulate ourselves that we can see it in a tangible way, and we can go over the situation and find where corrections may be safely made, and where unfortunate things or errors may be eliminated. I shall look to this conference, if I should be here any number of years, as a source of great help and a good deal of encouragement to those of us who are here day after day in the ordinary grind of daily duty. I must not take the time because the hour will be late before the program will be completed. I only want to express my sincere hope that future years will find this a great rallying day. We have not such a thing as Founder's Day. If we can have just enough Methodist about us to have a good annual conference I think it will be a good thing for us. I think this would arouse more enthusiasm and we would have more in our college societies if we had more of the shouting Methodists in our University conferences. When this time comes I am willing to join the Big Church.

Prof. Thomas E. French '95—Just two words. One about the organization and the other about the immediate needs. I will not go back into ancient history. It was something like two years ago when the chronic state of athletics became acute and demanded an operation. The students were dissatisfied and it was claimed there was no continuity and no system and no educational policy. In all the different competitive sports we had practically

a new coach every year. In fact the coaches came in September and left after Thanksgiving with a year's salary. Basket ball got along. Baseball reached a low ebb, we had no team at all and got along the best we could. The president appointed a committee and they recommended what at that time they thought was the only expedient proposition. They recommended that all the athletic activities, intercollegiate and intermural, be turned over to the new department and that the former gymnasium work and medical examination be left to the old department. That recommendation was adopted and all of you know more or less the subsequent history. A new athletic board was created composed of nine members, five of the faculty, two alumni and two students. Membership to the Western Conference was secured. Then John R. Richards as Director of Athletics came and went. In the entire history of the University I think there has been no man who left so powerful an influence in so short a time. He taught us what the principles of education meant. He set the broad plan and left us to work it out ourselves. Then came the present force with St. John, quiet, tactful, a gentleman, who was the director of physical education, and then that prince of men who is before me, Mr. John W. Wilce. All of these men have made a life study of physical education —all men of national reputation—regarded by the national societies as leaders. All members of the faculties where they came from, and we are pleased to say in all the great advances we have made, we have made them members of the faculty here. Thus we have established the continuity that was complained of. These positions are not dependent upon the demands or notions of students or whim of some head of the department. These men have established system. System not only in teaching but in every other way; system in records, system in taking as much care of the records as there is of the student's standing or physical condition. They have established this educational policy. It is interesting to know that the policy for recreative exercise for every student has to be put forth in the committee's report and this system is being adopted throughout the country. Princeton and Yale abandoned gymnastics in favor of recreative exercise and just recently Columbia abandoned its training in favor of recreative class sports, not simply gymnasium exercise, but outdoor exercise, and real games supervised by coaches, with gymnasium exercise for abnormals. There has been a tremendous impetus given to indoor sports. Instead of one basket ball team we have forty this year. There is a track meet tomorrow when we have three hundred entries for the races. In this we have had the enthusiastic support of the student council. There has been, as has been suggested, class organization in certain work, carrying grade for University degree, which was started last summer and extended this summer. Taken by physical directors throughout the state. There has been a tremendous amount of activity through all this, you see, to attempt to correct this lack of system of continuity and lack of educational policy and the interest that creates among students you can readily understand.

Now as to the needs of the department. We need more help. We must have more help for these recreative activities. This is being done now without any aid at all from the trustees—carried on by the department, whereas, the gymnasium has a budget of something over ten thousand dollars. We need more field space. Illinois has 200 acres, Yale has 200 acres, Wisconsin has 100 acres, Oberlin has a new field with four football fields and five baseball teams. We have our one little field. We must have more field space, more room for indoor activities. We have a gymnasium that was built for looks, entirely inadequate, some friction about the use of it. We need the support of the alumni in carrying out this co-operation and in getting for this department the appreciation which I think it rightly deserves.

John W. Wilce—Physical education is a very much misunderstood term. It is unfortunate that the only thing that the alumni of this institution see about the physical activity of the institution is through the athletic headlines and the athletic material given to the newspapers. That really is not the biggest thing in the institution as we have heard. Physical education is a comparatively new field, that is in its appreciation by the public. Physical education has been taken to mean in the past formal gymnasium activity. The most natural thing for all of you is to play, that is, the big thing about physical education is to play and to men in institutions of this kind play means activity. Athletic play is the natural thing for men at this stage in life in an institution of this kind. For that reason the department of recreative athletics appreciates that thing and tries to organize as much ath-

letic competitive activity as possible, realizing that it is physical work which tends to create in men those qualities which make for manhood. How do we do it? Through intercollegiate teams. We have been reaching the student body by intramural athletics. What does that mean? I did not know until four years ago. It simply means activity within the walls of this institution. We try to get as much activity inside these walls as we can. How do we go about this? We have an organization at the University of 1300 men who compete against each other in basket ball, track and baseball. This spring we shall add soccer and cross country next fall. This organization was organized at the end of the basket ball season. We had thirteen basket ball teams playing 38 games. The interest taken in that was wonderful. Nearly all of them bought themselves uniforms and a greater part of the colleges turned out to root for these games. A very healthful interest was taken. Tomorrow night Professor French has told us we are going to have an intramural festival to give those students of the University a chance to get out and to have intercollegiate competition with each other. So we have feats in that connection which do not need technical training, for any man can come out and take part. The result is we have, to be exact, 379 individual entries in that meet tomorrow. The intramural association will take up baseball next. We had two hundred men in intercollegiate basket ball, and in the interboarding club and intramural association, there are ten teams interesting one hundred men actively, and we have this track work and we are going on with baseball with the prospect of having 700 men in actual playing baseball teams. That is the only thing Ohio State has anything active possibilities —baseball possibilities. The student council man made a few representations in figures. We had registered up last year 500 men instead of 100 in intramural work. I just computed before I came here and found in interclass, intercollegiate, interboarding club, interfraternal, we have 1340 men interested, giving them direct competitive experience and athletic experience on a team where a man has a chance to get all the social values and moral support and those things which come into physical education that is worth a lot to him. That is intramural education which is going to be boomed and promoted here in Ohio State until we see every man is interested, who is available for some form of athletic activity without going so far as to infringe upon his other work of the college.

As far as football is concerned I want the alumni to know what we are trying to do in this respect. I do not like to come up here because I do not come under the physical requirements of a regular football coach, who wears a collar size 17 and a sweater. But I feel that football has come to take a real place in the educational world. Football is not a man at the head of punts and I am not a professor of bumps as one called me a while ago. I resent that thing because football to me has a real educational value. I further feel we can make our football at Ohio State successful in the average way. Any institution cannot have winning teams all years. At all events we ought to have the championship once in five years or so or else the department is inefficient. I think the football team should be the organization around which the spirit of the college should rally. That is the thing everybody should root about. I think that football should be made the life of the institution, so that it may hit this spirit life in any institution and I think the spirit of the football team can be absorbed by the students and spectators in such a way that the lessons and ideas of people watching a football game may be put into everyday practice and may be made very useful by all.

Captain George L. Converse—So for the minute I will be allowed to speak I want to say what the military department hopes to do for you in the future. We have in our scheme in the not distant future that we shall have a camp. We hope to hold it about graduation time. When that camp is formed I want one street with from 100 to 150 tents which will be set aside for the Alumni Association. We want you gentlemen to come there and enjoy your visit to the institution and live with the students in the camp. I want you there myself for the inspiration you will be to the student body. In that connection I would like to say, and if you will allow me I want to quote the custom we have at my institution, which is that every class that goes out of the institution—which is a sort of unwritten law—that once in five years they shall all gather at the academy. I think that a man's active interest in his college or university will extend over a period of about thirty years. That means that from his graduation there are from five to six or seven classes that are holding their reunions, and that with the number of men in their immediate

vicinity it brings the number of graduates to quite a considerable size. We have every year a large number of men who come back to their reunions or graduation, merely because they are near and able to do so. I want to see that time come to the Ohio State University. I want reunions of five to six classes here every year. I would like to see these meetings instead of this time of year come at the time of graduation when the University is in working order. We don't want to come back to empty buildings. You want to see this institution in running order as it was when you were here and make a comparison of the progress in the years past. Now, if something of this kind should come around these meetings mean to the young undergraduate body a very large thing. It means in the first place if you gentlemen have done as you should do, if you have become the citizens in the land that you should be from having the University education, it means that each and every one of you is an inspiration to that boy. He feels that he must reach a certain standard before joining your association. He looks you over. He sees what you have accomplished. It is that idealism working in his mind that makes him feel he must be a better man if he is to be a graduate of the University and in time join your ranks. We want to invite you back to these meetings, we hope to have you take part in these meetings; we want you to come into our camp, where some night around a good campfire you can sing all the old songs in days past and learn some of the new ones. that the undergraduates sing, that makes yourself a hail-fellow well met and at the same time be this inspiration that I speak of.

Erastus G. Lloyd '01—Upon the question of whether or not the people of the State of Ohio will support a greater University I want to cite proof of one instance, the University itself. Would any one dare say that a university that has doubled its attendance—grown from less than two thousand to four thousand students in less than a decade—is not supported and sustained in the confidence of the people of the State. As the University grows and becomes greater and more useful, it will be more readily supported and sustained. When I speak of a greater university I don't mean magnificent buildings or gorgeous edifices, because these do not make a university. The enthusiasm, the ideals and the spirit cultivated in youth with us—these things make the university. The instructor is more than the building, and I want to say we will never have a greater university until the instructors are given more compensation, commensurate with their work. We expect the teacher and the preacher to draw salaries in devotion to a principle. But compensation never lessens the devotion of a man who is in love with his work. It seems to me at this time the matter of unpaid instructors and the leaving of professors here is a very serious menace to our University. The matter of our housing our student body is a matter of secondary consideration. We can construct buildings, but it is a very hard matter to construct an instructor.

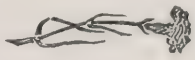
There is an admission that the Ohio State University of 1906 was not worthy of the State, because it says that the State "may build up one university worthy of the State as now begun at the Ohio State University." Mr. Lybarger and the friends of that act had a vision of a greater university, and I think they meant one university worthy of the State, they meant a university second to none in the land, and a university worthy of the State of Ohio must be one second to none in the land, and in my opinion we will never have one worthy of the State until men and women going beyond the State to other schools will have occasion to turn and come here. It was in pursuance of this policy that I proposed the change of name and because this policy designates this as the one university of the state. It also designates the other two as colleges of liberal arts and confined to that. But when that change of name was proposed the Athens paper came out in glaring headlines and said the change of name means war. But if the members of the alumni will enlist in that service the war will be of short duration.

Now, as to how this policy may be executed there is but one way, and that is that we see to it that the friends of this University go to the legislature. Most legislatures are in favor of a great university, only nominally so. They don't take any interest in its activity. We must send men there who will take active interest in it and see that this University gets the proper consideration, not only financially but otherwise, until it has sufficient funds to meet its needs and meet them amply, and no more than that. I don't believe in bringing the

treasury of the State up here. But that is the only way in which we will get a greater university and that is by taking a greater interest in it. We know this University has grown from a small agricultural college to a University of over four thousand students. We can get a faint glimpse of its future possibilities and its growth rests largely in the hands of its alumni association. If we set out to accomplish some of the things that we started out to do, the improvement and progress of the University will be just as we desire it to be. If we accomplish some of these things, if we can arouse the enthusiasm of the alumni to the extent that they will give us the moral support we deserve at their hands, we will make progress and we will not only be proud of our alma mater, but it is some satisfaction to know that we have done something to kindle the lamps of learning and rendered some service to our State. The State of Ohio for years has considered the horse, cow and hog as the highest form of animal life. But it is going to give the animal man a chance to catch up. The folks of the State demand now more intelligent consideration for their children.

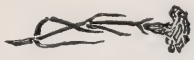
The plea of the people of the State is that we at the head of the educational forces of the State must lead the van in this co-operation.

Joseph S. Myers '87—The talks this afternoon were the longest I have ever heard in my life and the most interesting. * * * I don't believe any of us realize fully what has been done with our University. * * * I never realized the activities that are being carried on here and I can go back home with a greater pride than ever in the Ohio State University.



Charles W. Burkett '95—I came out here to say a word in behalf of humanizing the Ohio State University. I believe that the human side is the most important of all. If it is a choice between a building of $100,000.00 or $125,000.00 and humanizing this institution by getting and keeping big, strong, forcible, powerful instructors, I say let the buildings go until we have made the institution through its faculty and instructors.

John F. Cunningham '97—My observation leads me to believe that the people of the State will enthusiastically support the legislature in giving liberal appropriations to the University.



Dipped From the Stream

William McPherson '87—The President of Miami University and the board of trustees are as fair minded people as you will find anywhere. The President of Miami University, formerly the professor of chemistry there, was an old student of mine and he told me that they want to work with us in every possible way. He says they don't want to fight at all, and he thinks we ought to have more money. He says that for the cost of instruction down at Miami they have $140 per capita, while we have $117. He says he can prove to anybody that $117 is not sufficient and that we ought to have more money and he will do what he can to help us along, and they want to co-operate with us in the closest possible way. Moreover, he thinks in reference to calling this the University of Ohio, that the other colleges ought to be a part of the great University of Ohio and that everywhere they ought to work that scheme out.

Now, just on the other line he said in this last fight, that a great many of the alumni of other institutions got busy with the legislature and they wrote in there and said, "You let us know what you want; we will stand by you." The result was when the legislature met there was a group there to start something; they said, "If Ohio State University wants this, I am against it." It reached that point. He pointed out in a legitimate way, it seems to me, that we can't get anywhere by that sort of feeling. He thinks that the arts college of these institutions ought to be retained. He says you can't care for all your students as it is. We

have a sufficient number of students in these institutions to maintain an arts college. He says they wouldn't think for a minute of starting an engineering college. He said he thought Ohio University, as hostile as it seems at times, would be willing to get together if we would give up the engineering work and retain the arts college. What they want to do is to retain the integrity of the arts college.

Howard Hagler '82—You are growing here at a rate that a good many of us cannot keep up with. You are carrying us off our feet, as it were. * * * Remember that it took six days to build the world at the start and that you are going nearly as fast as the Creator of the world. * * *

What is the difference whether you call it the Ohio State University or the University of Ohio, in the work you can do now? If you become the University of Ohio, in all good time you can get the name without two or three fights. If you can go to the people—I mean by that the alumni and ex-students of Ohio State—and say, "Here is a matter of service, here is what we want to do with this money and this is the way we want to spend it," you will get what you need.

I think you are all honest and I am sure you think you are, but take what you can get and help what you can and take what we can honestly put up with, and the rest will come in good time.

D. W. Crowner—I am satisfied that if the taxpayer could know what we people who were here yesterday afternoon know, you wouldn't need to worry about the result. Are we going out to try to force this thing, or have we enough faith in the good of this University and what it has been doing to be willing to go out and give this information to the taxpayers? Gentlemen, if we do that, we have the whole thing solved. There isn't any fight about it. You go out and show the taxpayers what was shown here yesterday afternoon and it is done.

It's Hard to Keep a Good Ohio State Man Down.

Do you know these handsome gentlemen?

Battalion, Halt!

Five instructors will be supplied to give military instruction to the students of Ohio State University, if a bill introduced in the House of Representatives, by Representative Brumbaugh becomes a law. Senator Atlee Pomerene will support the bill in the Senate, and it is expected to pass without opposition.

Military work at Ohio State University has become so prominent that the present commandant, Captain George L. Converse, finds that he alone cannot conduct this department to the best advantage. More than 1200 students drill three hours each week during good weather, and receive class-work instruction in military maneuvers during the winter months. Five instructors would permit the University to give much more thorough instruction in military work.

If this becomes a law, not only Ohio State University, but every college in the country which received land grants from the United States will receive additional military instructors. The number each school will get will be determined by the size of the school.

A Short Ag's Version

ONE WHO DID IT in the March issue of the *Monthly*, gave the freshman side of the tower flagging incident of '88. Permit another participant to relate the short ag's version. Although a quarter of a century has somewhat dimmed the memory the main facts are yet fresh. While most of this is unwritten history it is nevertheless interesting. The short ag's, their numbers increasing each term, became audacious, began smoking cigarettes, walking on the main paths and finally "organized." Flagging the tower was a necessary duty following a class organization. We had some original ideas about tower flagging. Our color committee designed a flag showing a Texas steer in a green field tossing a golden sheaf over a seven-barbed wire fence. We had no sisters in the domestic science course at that time so we consulted some lady cousins in an up-country town who toned the design to a plain green field and golden sheaf, with the words: SHORT AG'S. We accepted their decision. The banner was made by Lilley, and their price took every penny we had accumulated in fines in the old Kirtland Science Society. The operating committee realizing that our number would be insufficient to hold the tower—we expected to be mobbed by the entire classmen—decided to depend upon mechanical schemes. One device was a sliding wooden clamp with slanting teeth that would permit the passage of the halyards in raising the flag, but would not allow the rope to pass in the opposite direction. To get the flag down again a section of the halyards was to be saturated with dilute sulfuric acid. In a few days this would eat off the rope and lower the flag automatically. The boys had learned considerable in their "prep" physics and mechanical lab. Fear of destroying property, cost of hiring a steeple-jack to replace the flag tackle and possible expulsion caused us to abandon this idea. The other plan was to securely barricade the tower trap-door from the top side, rasie the flag and lower the flagman from the tower top to the main roof below by means of a double rope. The important point in the plan was the secure fastening of the trap-door. A previous flagging by another class had failed on this account. We were puzzled about a method. One member, a practical fellow, suggested the use of a harrow hung midway on the tower ladder. He said that he had had considerable experience in climbing over harrows and they were about as hard to get over as anything could be. But the University took good care of its tools and we were unable to obtain a harrow. We finally decided to use some old cast-iron radiators. These were afterwards loaned to the freshmen.

The time selected for the event happened a few days previous to the execution of the Haymarket rioters. The wife of one of the condemned men spoke in the city that evening appealing to the Columbus group of anarchists for aid. A widely circulated rumor was afloat that local sympathizers would attempt a seizure of the State and University arsenals and ship the arms to Chicago. Our committee of five, properly disguised, carrying 200 feet of rope and other equipment, were mistaken for anarchists—not striking coal miners —were captured by the freshmen who were out for the same purpose. By introducing "Buck" Lavery as "Tug" Wilson (then a champion prize fighter) Bell was able to command respect from the freshmen, who even offered concessions. One of their concessions was to allow our flag on the same pole, but in the inferior position. Bell held out for the top position or none. On account of the noisy wrangle the night watchman dispersed the mob.

However, at 3 o'clock that morning our men succeeded in nailing our colors to the chapel wall above the rostrum. So quietly and so *diplomatically* was it performed that the act was not discovered until 11:15 a. m., when the colored caretaker, thinking that it might be a Klu Klux warning, promptly reported the matter to President Scott. Just what the venerable Doctor said is not known. Even the President's clerk would never tell. Nor did we ever learn the fate of our banner. It was a sad disappointment to us and some were in favor of petitioning the administration for the return of the flag, but wiser heads, remembering the rumpus kicked up by a former Governor of Ohio over the return of some other

rebel flags, counseled against this movement. Our only consolation was the fact that had it remained in place for a few minutes longer there would have been some sensation, and that the short ag's "*flagged the chapel*"—a stunt not sprung before or since.

In those days being an ag, although the cartridge boxes still bore the inscription, "OHIO AGRICULTURAL AND MECHANICAL COLLEGE," usually required an accident policy carrying a hazing clause. Today the great School of Agriculture and Domestic Science should not forget those pioneers who mowed the first swath in agricultural education—those short ag's who grasped the opportunity offered by the free scholarships, and who helped set the keystone in class loyalty and helped lay the cornerstone of college spirit.

Akron. CHARLES P. FOX,
Short Ag.

The Magistrate and the Princess

THE STROLLERS, perhaps, have never attempted a more ambitious production than the double bill presented at the Southern, May 1 and 2, under the direction of Ernest Elton. "The Far-away Princess," a one-act playlet by Sudermann, was played for the first time, as a curtain-raiser to Pinero's "The Magistrate." The two comedies were well contrasted.

The curtain rose on a quaint German setting for the picturesque costumes of the hostess of the inn and Rosa, the maid. The former, buxom and capable, was portrayed by Florence Ramsey, the latter, roguish and vivacious, by Mary Almack. Helen Sells was a sweet and dainty, sometimes pathetic, Princess, well supported by Fanny Arms as the stately maid-of-honor and Paul Davis as the silent but impressive lackey. Maude Shover appeared to advantage as the socially ambitious matron, with Elizabeth Lyons and Marie Kampmann as her two daughters, Milly and Liddy. The

A Stirring Scene from "The Magistrate"

honors of the playlet clearly went to Francis Wright, the big-hearted, blundering student who worships the Princess from afar—through a telescope. Mr. Wright replaced an ineligible Stroller after rehearsals were well begun, but overcame his handicap and played with real feeling.

Wade Utley in the title role of "The Magistrate," a lively three-act farce, kept the audience convulsed by his portrayal of the flustered, innocent old man. In fact, each part was so clean-cut and distinctive that it would be unfair to mention one as taking precedence over another. Rive King Bowman played with professional skill and comprehension the difficult part of the magistrate's wife. Elizabeth Lawrence was charming as her sister, Charlotte. Fauchon Seeds displayed good comedy as the maid, Popham, and Hazel Beach was most attractive as the young music-mistress who supplants Popham in the affections of Cis. The latter, "such an engaging boy," was played by Newell Dobson. Gerald Tenney scored another hit as husky old Bullamy, as did Arthur Lambert as Captain Vail, Charlotte's fiancee, and Collis Jordan as his friend, Colonel Lukyn. Samuel McDowell and Howard Ehlerding gave a realistic foreign accent to the characters of Achille Blond, proprietor of the restaurant, and Isidore, the waiter. Charles Kelly and H. H. Metcalf, policemen, made the most of their small parts, adding much to the comedy of the play. Edmond Yantes put force into the character of the second magistrate. Roy McCarty was to have played Wyke, the butler, but was unfortunately incapacitated by a bad case of mumps. Mr. Elton took his place and was thoroughly at home in the part, seasoned veteran that he is. Much of the success of the performance was due to the coaching of Mr. Elton, who has the experience of more than twenty years' work behind him. He has coached the dramatic clubs of several of our leading universities.

The Electrical Show

From the wireless telephone in its present stage of development to such "freakish" stunts as frying eggs on ice and running motors under water, the entire field of modern electricity was covered at the electrical show given by the students in electrical engineering at the Ohio State University, last week. More than 3,000 people attended the exhibition which was termed by F. C. Caldwell, professor of electrical engineering at the University, "the best electrical show ever held in the State of Ohio."

Weeks of preparation were spent by the students for this show. Apparatus and instruments, worth thousands of dollars, were collected from all parts of the country. Electrical devices never before seen in the State were demonstrated by men from various companies. Among the exhibitions that attracted the greatest attention, were telephones and fire-alarms in operation, a gold-plated automobile, a fully equipped mine in operation, all forms of electrical household devices, and electrical farm apparatus.

Agricultural Extension

The Ohio State University and the State Agricultural Commission will unite in conducting agricultural extension work in Ohio next fall and winter. The sum of $35,000.00 has been appropriated by the State for this work. Homer C. Price, dean of the college of agriculture at the University, and member of the commission, will have charge of the plans for agricultural extension.

Members of the commission are strong in their praise of the scheme of conducting extension work under the double supervision of the college of agriculture and the commission. They say they can co-ordinate to greater advantage the adverse work formerly done by the State Board of Agriculture and by the Wooster Experiment Station, and through dairy and food exhibitions formerly made by the dairy and food department. Extension activities were formerly maintained exclusively by the college of agriculture.

President A. P. Sandles of the agricultural commission expressed the belief recently that this co-operation will add greatly to the efficiency of agricultural extension work in Ohio. He also stated that a federal appropriation for extension work in Ohio will probably be made regularly in future years.

The First Prize Drill

SETH HAYES, '92

Winner of the Lilley Silver Medal

THE FIRST PRIZE DRILL of the University was held May 29, 1884. That Spring had been one of aroused enthusiasm in the battalion. The alumni had agreed to present a sword, to be annually contested for by the cadet companies. It was to be gold mounted. That was enough to set us going. The faculty helped matters along by offering, as a second prize, a silver mounted sword.

Our commandant, Lieutenant George Ruhlen, wanted to use up some of the ammunition which the Government was sending to the University. He succeeded admirably by offering a silver medal for the best marksman. This contest was a close one, of great interest and value to the boys. The last stimulant applied to us "sojers" was in the form of a valuable gold medal which The M. C. Lilley Co. offered for the best drilled cadet. This like the marksmanship medal was to become the property of the winner.

Thus aroused, we drilled, shot and drilled as we had never done before. At last the eventful day came 'round. We "fell in" early to act as an escort to the Governor and other dignitaries who were to be our guests. The preliminaries consumed the best of the morning. Early in the afternoon we formed again and marched to the rear of the "Old Building" (University Hall), stacked our arms and waited our turn to do our stunt.

The assignment of men to the various companies had thrown all the smallest privates in one company. We certainly had some small ones. The writer at that time was able to scratch his chin on the muzzle of his gun when at "order arms" without moving his head out of the level. It is needless to say that I was the last private in the kids' line. I was in good company, however. The last "four" of this company had as two of its members, Prof. E. A. Kemmler of Ohio State University, and Prof. C. P. Sigerfoos of University of Minnesota. They did not have much on me as to size. In fact this entire "four" had been known the year before as McFarland's Kindergarten. They were too small at that time to be asked to carry guns, so they were assigned as markers to the tender mercies of Joe Taylor, who was quite sizeable himself, when measured horizontally. In all forecasts we were counted out as contenders for the "pig stickers," nevertheless we came in third and were only beaten out

Photograph of medal given by M. C. Lilly Co. to the best drilled cadet at Ohio State University prize drill, 1884. On back of eagle are the words "Best drilled cadet," on back of pendant the name "Seth Hayes." Medal is of two kinds of gold and was valued by the M. C. Lilly Co. at $35.00.

for second place by the smallest margin. We were ranked first in all foot movements, but as a company found the guns too much for us.

The most vivid memories of that day are those which are connected with the individual "drill down." After the drilling and marching of the morning and early afternoon we were a tired lot who marched out from behind the "Old Building." I was the tail-ender. Once on the campus we were deployed at distances of five yards in a line which ran parallel to the path which led to the spring. Here we counted off in serial numbers and the fun (for the spectators) was on. It was a trying 45 minutes.

During the first drill period of about five minutes I hardly knew what was going on, and I have always felt that it was well for my case that the judges could not watch each contestant closely. At the end of this period the judges consulted for a couple of minutes. We were then brought to "attention," and the unlucky numbers were called off. To my amazement I was still on deck. While closing up ranks, I seemed to lose my stage fright and settle down to business.

The original 40 had been reduced to about 20 when we again counted off for another period. The third period of the drill found us ten in numbers, with the judges watching us very closely. By the next rest interval I was feeling the strain of the drill; in spite of myself, fatigue was gaining on me and I was about ready to quit, when my squad drill-master prodded me up and I stuck. The next period reduced the contestants to four. I wish I could remember the names of the other boys.

When at attention for what proved to be the next to the last lap, Lieutenant Ruhlen announced, as per agreement, that catch commands would be in order. We did not have to wait long for them either. How he did mix up the good ones and the bad ones! After a drill of ten minutes we were given a short respite, while the judges had another conference. The next and last period found the same four still at it.

At last they succeeded in separating us. It happened thusly: Being at Carry Arms and Unloaded (our imaginations had to hump themselves to keep track of the ammunition), the command, "Squad Lie Down" was given. Not a muscle moved. (In those days the manual of arms was different from what it is today.) "Order, Arms!" "Fire Lying Down!" "Squad Lie Down!" As one man we dropped. "Commence Firing!" In response, two clicks of as many hammers, and two contestants were out of the race. After a final consultation the judges declared that the third man lost out by making a slight movement as if to elevate his gun when this catch command was given, and that the writer was the winner.

Then followed the dress parade and, worst of all, the standing forth to receive the medal from the hand of Colonel Edward Anderson. It was a proud but very tired lad who put away his gun that evening.

Tribute to Josiah Renick Smith

Editor OHIO STATE UNIVERSITY MONTHLY:

I read with profound regret in the February number of the *Alumni Monthly* the notice of the death of Professor Josiah Renick Smith. Many memories come surging back of those days when it was my great privilege to sit under his instruction. What a marvelous ability he possessed to inspire young barbarians, to make them work, to implant in them a love for the heritage of the ancient Greeks! Who, that has ever heard him, can forget his dignified manner, his charming diction, and his gripping message? One did not "cut" a Greek class, partly because he was afraid, but mostly because he felt if he did he would suffer an irreparable loss. Under Professor Smith's instruction Socrates became again a living personality so that there were many damp eyes when Phædo related to us the death of his and our teacher and friend. Such was the vigor, the inspiration, and humanity of Professor Smith's teaching. He was an ideal teacher, scholarly but still human, and able to inspire his students with a love for the things worth while. "He passed along the light to those who had it not." He will live in the hearts in several hundreds of men and women who studied Greek under his guidance and learned incidentally many things of real and vital value.

Very truly yours,

LYNN B. MITCHELL, '03

Albuquerque University of New Mexico

Ohio State Chemists Throng Convention

THE AMERICAN CHEMICAL Society, which is the largest chemical society in the world and probably the largest of any single scientific society, held its annual spring meeting at Cincinnati, Ohio, during the Easter vacation.

The meeting lasted four days and excursions were taken to the various chemical, manufacturing, and soap plants in the vicinity of Cincinnati and on Friday there was an all-day complimentary excursion to Dayton, Ohio, spent in visiting the National Cash Register Company's plants and in a complimentary luncheon in the officers' quarters. At Middletown, Ohio, a visit was made to the research laboratory and the various plants of the American Rolling Mills Company, manufacturers of pure ingot iron.

The meeting was an unusual one and brought a large attendance from all parts of the United States and Canada. A noteworthy fact was that the Ohio State University had present at least 10 per cent of the total attendance at the meeting. One member of the chemical department counted fifty people who were or had been connected with chemistry or chemical engineering at the Ohio State University.

The following papers from Ohio State University men were read at the meeting:

Charles P. Fox: "Dates; Comparative Cost of, in Akron, Ohio"; Alfred Dachnowski and A. Gormley: "The Physiological Water Requirement and the Growth of Plants in Glycocoll Solutions"; William G. Gaessler: "Some Observations on the Leach Test for Coumarin"; A. C. Fieldner and C. A. Taylor: "A Comparison of Various Modifications of Kjeldahl and Dumas Methods for the Determination of Nitrogen in Coal and Lignite"; B. T. Brooks and R. F. Bacon: "Fluorescence of Petroleum Distillates" (illustrated by lantern); B. T. Brooks, R. F. Bacon, and C. W. Clark: "The Manufacture of Gasoline from Heavy Petroleum Oils"; B. T. Brooks: "Some Economic Phases of the Gasoline Supply"; Prof. C. W. Foulk: "A Burette Calibrating Pipette"; Prof. C. W. Foulk and O. R. Sweeney: "The Preparation of a Standard Magnesium Salt Solution"; J. R. Cain: "The Determination of Carbon in Iron and Steel by the Barium Carbonate Titration Method"; James R. Withrow: "The Rapid Determination of Arsenic in Poison Cases with the Marsh Test"; G. A. Burrell and F. M. Seibert: "Gas Analysis by Liquifaction and Fractionation" (illustrated by lantern); G. A. Burrell and F. M. Seibert: "The Condition of Natural Gas in the Earth Strata" (illustrated by lantern); Prof. William McPherson and George W. Stratton: "A Contribution to the Study of the Constitution of Hydroxyazo Compounds"; Cecil Boord and Prof. William McPherson: "A General Method for the Preparation of Orthoquinones"; Prof. W. L. Evans, E. J. Witzemann and R. R. Cottringer: "The Oxidation of Propylene Glyco"; C. A. Taylor and A. C. Fieldner: "Errors in the Dumac Method for Determining Nitrogen Due to Occluded Gases in Copper Oxide."

One of the most interesting papers was by Harry M. Williams: "Experiments on the Seasoning of Timber."

The following Ohio State men were seen at the meeting: Dean William McPherson, Prof. C. W. Foulk, Prof. W. E. Henderson, Prof. James R. Withrow, Prof. Alfred Dachnowski, C. F. Long, Prof. C. E. Boord, J. J. Miller, Editor *Chemical Abstracts;* Edward Schmidt, C. P. McNeal, H. D. Holler, Elmer Hockett, John B. Dickson, Henry B. Froning, fellows in chemistry; E. H. Balz, H. J. Blanchard, Bryce S. Hull, Ralph W. Shafor, John P. Smootz, Paul E. Sprague, H. S. Weygandt, sophomore chemical engineer.

Former students in chemistry or chemical engineering: P. M. Giesey, research laboratory on carbohydrates, department of agriculture; Professor Holingsworth, Wilmington College; Miss Martha Koehne, state board of health laboratory; Benjamin Silver, superintendent Cotton Seed Oil Refinery, Proctor & Gamble, Ivorydale, Ohio; B. R. Wilbur, chemist, Coal Tar Refinery, Carthage, Ohio; H. R. Wolf, chemist, Dayton Engineering Laboratories; Harry M. Williams, National Cash

Register Company, Dayton, Ohio; Dr. C. C. Vogt, Melon Institute, University of Pittsburg, Pittsburg, Pa.; Dr. George W. Stratton, Melon Institute; Donald A. Kohr, superintendent Lowe Bros. Paint Company, Dayton, Ohio; Harry C. Knight, chemical engineer, Proctor & Gamble Company; C. P. Hoover, chief chemist and superintendent Columbus Filtration Plant, Columbus, Ohio; H. S. Hidden, Grasselli Chemical Company, Grasselli, N. J.; Arthur Guillaudeu, chemical engineer, Werk Soap Company, Cincinnati, Ohio; W. M. Gassler, chemist, Ames, Iowa, Experiment Station; F. M. Dorsey, chemical engineer, National Lamp Development Co., Cleveland, Ohio; Howard Dock, chemist, Dock Soap Co., Cincinnati, Ohio; Joe Davis, technological branch, United States Geological Survey; Prof. W. T. Coover, head department of chemistry, Ames, Ia.; F. O. Clements, chemical engineer of tests, National Cash Register Co., Dayton, Ohio; Dr. Clinton Clarke, chemist board of health, Chicago, Ill.; Dr. B. T. Brooks, Melon Institute, University of Pittsburg; Dr. H. Clarke, Melon Institute; Prof. J. A. Wilkinson, Ames, Iowa; Stanley Backmann, Iron Trade Review; G. A. Burrell, Bureau of Mines, Pittsburg, Pa.; J. V. Davidson, Prof. Parks, University of Cincinnati.

One Little Pig Went to Court

YES, THE STUDENTS were worse at playing pranks twenty years ago than they are now," said Prof. W. L. Graves when asked about the good old days. "I remember one case in particular that attracted much attention,—the time some of the boys stole Dr. Detmer's pig.

"The Doctor, who was an erratic old German, was head of the College of Veterinary Medicine at that time. He had inoculated a pig for cholera, and had the beast penned up awaiting results. Some of the boys managed to steal it away one night, and penned it in 'Tubby' Pedlow's room in the old dormitory. 'Tubby' was a popular athlete, and took it as a good joke, but the old Doctor was not so easily satisfied. He got his pig back all right, but he found out who did the stealing, and had the boys arrested.

"When the appointed day came, we students 'cut' classes and went down to the police station to see the trial. The place was packed; there were students sitting in the windows, standing in the halls,—everywhere. When the case was finally called, the attorney for the boys moved that the case be continued.

"Old Judge M—— was on the bench, an old fellow who was drunk half his time, but managed to hold his job. 'Not much,' said the Judge. 'We are not going to have this mob of students down here again. This case is going to be tried right now.'

"So the old Doctor was put on the stand, but he was so excited that he lapsed into his native German half the time, and his testimony was scarcely understandable. Then he insisted upon telling many details that were entirely irrelevant to the case.

"The defense soon established the fact that the pig belonged to the University, and that the Doctor could not bring suit. He was fairly overcome when the case was dismissed, but the boys never bothered Doctor Detmer's inoculated pigs again."

A Good Roads Magazine

A foretaste of the quality and mission of the Ohio State Highway Department Monthly is afforded on the cover of its initial issue with its picture of a long vista of smooth roadway skirting the hills of the country. The magazine is edited by James R. Marker '04, state highway commissioner, and presents many strong arguments in article and picture for improvement of our highways. Mr. Marker contributes several illuminating articles himself on "The Humanitarian Side of Convict Labor" and "Good Roads in the Country." The magazine contains a Question Box and a text of the first American good roads bill. The monthly is sent free to all interested in good roads in Ohio. It is a newsy, progressive publication.

Big Brothers and the Drug Traffic

Some New Facts About Ernest K. Coulter

JOHN A. MacDOWELL, '82

IF ONE COULD follow the Ohio State men in the pursuit of their life work, he would find them everywhere—leaders in as many phases of the world's activities as there are colleges and departments in the curriculum of our great University. Many of them have risen to prominence and a number have attained pronounced distinction. An alumnus who has achieved national fame is Ernest K. Coulter of the class of 1893.

There is no subject today of such human interest, nor one which has made more rapid and lasting progress than that of the social service movement with its broad and philanthropic scope. Mr. Coulter's future interests were early made manifest. His graduation thesis was on the subject of heredity. He took the position at that time that environment had far more influence on a child than heredity. His subsequent experience has convinced him that he was and is correct. Mathematically stated, he attributes to heredity one-tenth, and to environment, nine-tenths of the influence over the child. His idea is that children are practically what their environment makes them; that to punish a child because it has committed what would have been a crime in an adult is most likely to be a mistake; that a child's errors often arise out of improper environment caused by mistakes of omission or commission of the parents, but more often by mistakes of the community at large.

In college Mr. Coulter was a great organizer. The college glee club, the first political club of the Ohio State University, and many other college organizations can be attributed to this special gift. While at Ohio State he did newspaper work for one of the Columbus papers. After graduation he went to Pittsburgh and took up like work with the Pittsburgh papers, and still later journeyed East to the great metropolis and worked as a reporter for the *New York Sun*. At this time the matter of organizing a children's court first came up. Mr. Coulter quickly perceived its great possibilities, and was made clerk of the court. His candidacy was opposed by a man who had been picked by the political leaders of Tammany Hall.

ERNEST K. COULTER

The campaign waxed so hot that for a period of eight or nine months the forces held back his salary, not permitting him to get even a cent for his services. He finally took the matter to court and

forced them to pay him in full. While with the Children's Court Coulter had rare opportunity to make a scientific study of juvenile problems. He saw that most children's offenses were not really crimes, but were brought on through a lack of a place for the needed vent for their physical activities, and that what most of them needed was guidance. Here started his first great world-wide movement,—the Big Brother Movement. It is most interesting to note the way in which it started. Mr. Coulter was delivering a lecture at the Central Presbyterian Church in the City of New York, probably the wealthiest church of its size in this country. Dr. Brittan, now of the Presbyterian Church of Columbus, Ohio, was assistant pastor, was present at the lecture and became one of the original Big Brothers. In this lecture Mr.

MRS. W. K. VANDERBILT, Sr.

Coulter was telling about the Children's Court work and incidentally told about one boy who had been brought into Court that day. He said it wasn't the boy's fault at all; that all he needed in the world was some man interested enough in him to give him good advice and help him along. Said he, if there were just somebody who would act as a big brother for this little boy, who would give him advice and help me out, great good would come. "Is there one man in this crowd who will volunteer to act as a big brother to this boy?" asked Mr. Coulter, and to a man they rose up and said, "I will act as a big brother." He then said, "I will find little brothers for all of you." Thus started the Big Brother Movement. In the work of social service Mr. Coulter has taken rank with the most advanced thinkers of this country. He is consulted as an expert and you will often read that a particular movement for social betterment meets the approval of such people as Jane Addams, Ben Lindsey and Ernest K. Coulter. The Big Brother Movement has grown to immense proportions—it now extends over this country and to many places throughout the world.

Following the Big Brother plan, which has proven so eminently successful, Mrs. William K. Vanderbilt, senior, has taken up the Big Sister Movement and naturally Mr. Coulter was called into consultation to organize it with her. The Big Sister Movement has reached Columbus.

The Anti-Drug Crusade has more recently been taken up by Mrs. Vanderbilt. Mr. Coulter, cooperating with his associate, Charles G. Bond, Ohio State '99, who is loyally supporting him and acting under instructions from Mrs. Vanderbilt, has taken the steps necessary to draft appropriate legislation. A campaign has been started against the drug evil. Sentiment has been crystallized which has made it possible to place the proposed legislation on the statute books. Many of the facts on which they based their conclusions were supplied by Dr. Jackson R. Campbell, Ohio State '80, and now consulting physician in the department of correction of the City of New York. The newspapers, moving pictures and many different organizations, such as New York City departments and pharmaceutical associations have contributed valuable help. The district attorneys of both the State and the United States are pushing their activities with renewed zeal.

Public sentiment is being brought to a realization of what a terrible evil it is. Inquiry at the

courts shows that a large percentage of crime is committed by persons under the influence of cocaine, heroin, etc., which increases the activity of the brain and gives the drug slaves false courage. This habit seems to be ten times more pernicious than alcoholism.

Mr. Coulter is now actively extending the field of his labors by means of a series of lectures which he is giving to the great cities in the United States, including those in Illinois, Texas, Ohio, and extending to the cities on the Pacific Coast, doing this at much sacrifice to his legal practice.

Blanket Tax for Athletics

The athletic board is taking steps toward having a "blanket tax" for athletics. This will be a yearly assessment of $5 on every student in the University, and will entitle them to entrance to all games and meets, and membership in the athletic association. With the money procured, new bleachers will be erected this year, increasing the seating capacity to about 11,000. There would be yearly improvements leading up to the time when a new athletic field is a reality. Plans have been submitted to the board of trustees for a new field, which would cover 40 acres and include several fields for each of the major sports, tennis and basket ball courts, and straight-aways for the dashes. The addition will place Ohio among the best in athletic equipment. The purpose of several fields for both baseball and football is to enable the participation in athletics to be more general, and include even more than the hundreds now engaged. The question will be put up to the student body, and from the sentiment now shown, should pass by a large majority.

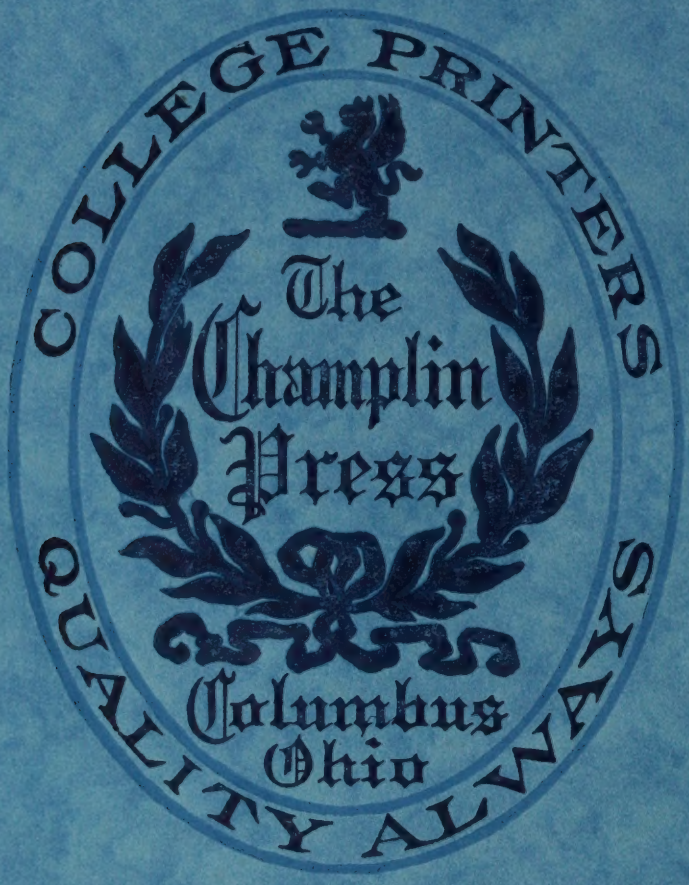
Standard Raised for Law

To turn out more efficient men for legal lines, the Ohio State University will require at least one year of college work for admission to the college of law, beginning with next year. Two years' previous college work will be required for a degree. At present, a student may take law if he is a graduate of a first-grade high school.

In passing this ruling, the University Faculty stated that the requirements will probably be raised still higher within a few years. In this way, it is believed that the standard of the college will be greatly improved.

Sigma Xi Holds Election

Twenty-four students and two professors of Ohio State University were recently elected to Sigma Xi, an honorary scientific fraternity. This organization chooses its members from students and professors who have done commendable original research work on some scientific subject.



Produced the Last Annuals at each of the Following Institutions

(Write Any Manager About Us, Our Quality or Our Service. Addresses Furnished)

COLLEGES NORTH OF THE OHIO RIVER

Albright College
Beaver College
Bucknell University
Buena Vista College
Hanover College
Heidelberg University
Kenyon College
Central State Normal, Indiana
Marietta College
Moores Hill College
Oberlin College
Ohio University
Ohio Wesleyan University
Otterbein University
Penna. State Normal, California
" " " Clarion
" " " Slip. R'k
Taylor University
Waynesburg College
Westminster College

COLLEGES SOUTH OF THE OHIO RIVER

Alabama, University of
Bessie Tift College
Bethany College
Central University of Ky.
Georgetown College
Kentucky State University
Millsaps College
Ouachita College
Roanoke College
University of the South
Virginia, University of
W. Va. State Normal
W. Va. Wesleyan University
Washington & Lee University

ACADEMIES AND HIGH SCHOOLS NORTH OF THE OHIO RIVER

Mercersburg Academy
St. Marys of the Springs
Harcourt Place School
Bellaire High School
Columbus School for Girls
Greenville High School
Columbus North High School
Columbus West High School
Athens High School
Waterman Hall

ACADEMIES AND HIGH SCHOOLS SOUTH OF THE OHIO RIVER

Asheville School
Canadian Academy
Columbia Institute
Chattanooga Girls Preparatory
New Martinsville High School
Pensacola High School
Pleasureville Academy